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ABSTRACT

The first of three volumes of appendixes to the final technical report of the Great Lakes Region Special Education Instructional Materials Center (GLR SEIMC) contains materials related to the Introduction (Appendix A) and the chapter on field services (Appendix B) of the final report. Contained in Appendix A are the subcontracts of the GLR SEIMC with Ohio and Indiana state departments, organization charts of the GLR SEIMC, vitae of the staff of the GLR SEIMC, and job descriptions of the positions in the GLR SEIMC. Provided in Appendix B are a proposal to establish field consultant services and a resume of a field consultants' conference; summaries of the field service coordinator's recent activities; state plans to develop instructional materials centers; a Title II intermediate school district instructional materials center plan; materials from a training conference for Title II instructional materials specialities; a report on the evaluation of a SEIMC visiting day; a model for regional conferences on the use of instructional media and a sample program from a conference; a list of publications of the GLR SEIMC and sample documents; the Idea series--introductory letters, sample cards, and a response; samples of brochures, newsletters, and other similar publications of the GLR SEIMC; and materials from the information retrieval system. (DB)

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EDUCATION & WELFARE
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EDUCATION
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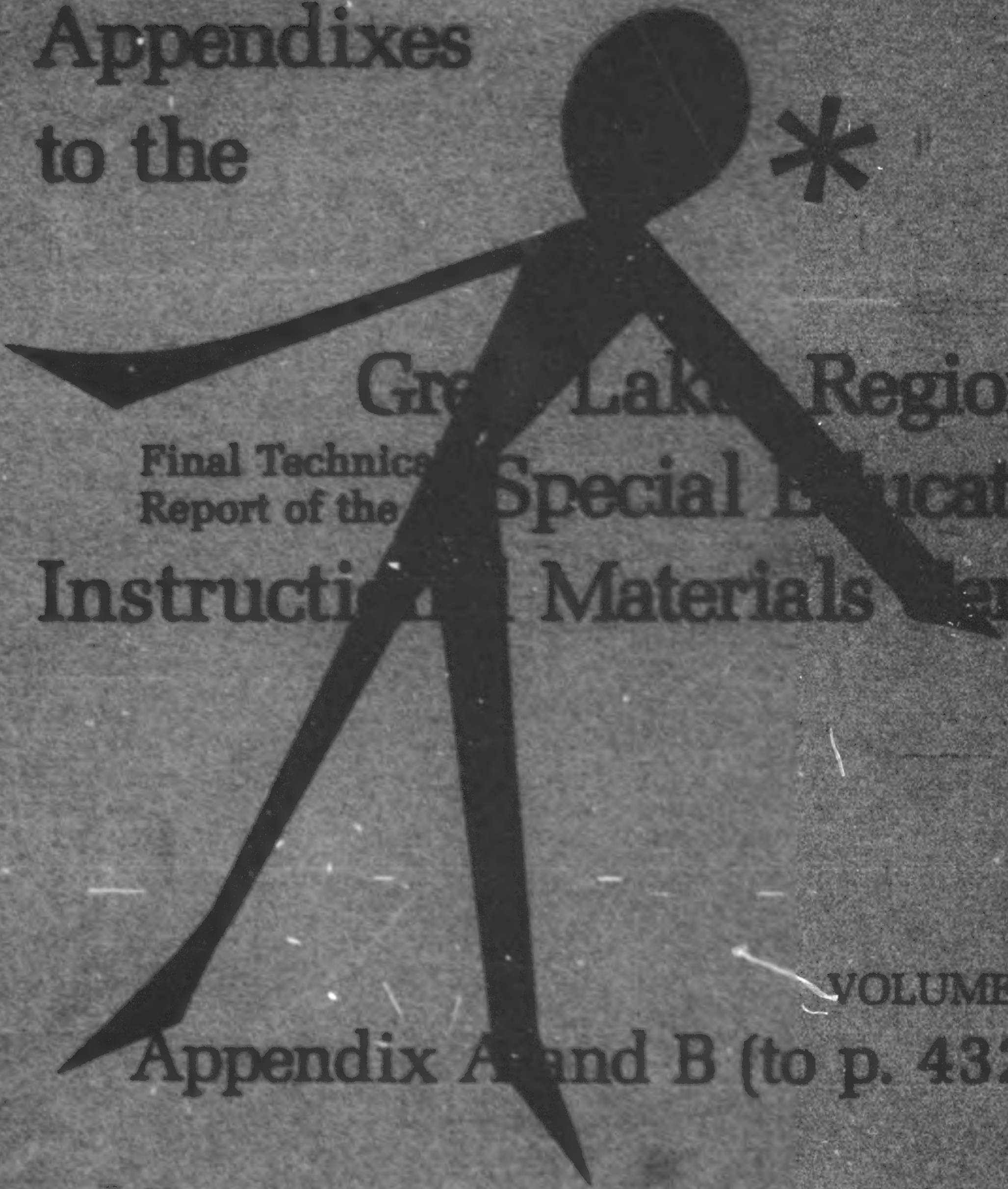
Appendixes
to the



Great Lakes Region
Final Technical Report of the Special Education Instructional Materials Center

VOLUME I

Appendix A and B (to p. 432)

ED 094508

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Final Technical Report
Project Number 322005
Grant Number OEG-3-6-062377-1557-607

APPENDIXES TO THE FINAL REPORT OF THE GREAT LAKES REGION SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Lou Alonso, Director
Great Lakes Region Special Education
Instructional Materials Center
College of Education
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
August 31, 1974

THIS VOLUME CONTAINS APPENDIXES A AND B (TO P. 432)
APPENDIXES B (TO P. 669) AND C ARE IN TWO ADDITIONAL VOLUMES

The project reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

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APPENDIX A

Materials Exclusive to the Introduction (Chapter 1) of the Final Report of the Great Lakes Region Special Education Instructional Materials Center

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SUBCONTRACTS OF THE GLR SEIMC WITH OHIO AND INDIANA STATE DEPARTMENTS

$^3/_4$

October 5, 1967

Dr. Leslie Brinegar, Director
Division of Special Education
State Superintendent of Public Instruction
State of Indiana
Indianapolis, Indiana 46204

Dear Dr. Brinegar:

Re: Your Account No. 378550

Enclosed is one fully executed copy of the agreement between the Division and Michigan State University for establishment of field consultant service in the area of instructional materials in special education.

We are processing the first installment payment in the amount of $4,500 under this agreement which you should receive in the next few days. This is an advance payment; however, we will need a full accounting of actual expenditures and the return of any unexpended portion of the advances made under the subcontract. Periodic accountings for actual expenditures will suffice in lieu of the invoices mentioned in the subcontract.

We appreciate your cooperation.

Very truly yours,

Howard G. Grider
Contract Administrator

HGG/me
Enclosure

cc: Dr. Lou Alonso

MEMORANDUM OF AGREEMENT
BETWEEN
MICHIGAN STATE UNIVERSITY
AND
INDIANA STATE DEPARTMENT OF EDUCATION

WHEREAS the USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth and the Indiana State Department of Education agree via this contract to establish a Field Consultant Service within the Indiana State Department of Education to increase the understanding of effective use of instructional materials by teachers of handicapped children in Indiana and,

WHEREAS the activity under this contract is supported by a grant from the United States Office of Education to Michigan State University. The grant number is OEG-3-6-062377-1557.

NOW THEREFORE both parties to this contract agree to carry out the activities beginning September 1, 1967 and continue through August 31, 1968. The activities of this field consultant service are indicated in Article II Scope of Work.

I. Considerations of the agreement include:

1. All research data and reports are confidential and the property of the United States Office of Education until formally released by the MSU Director in conformity with the terms of the USOE grant.

2. The period of this contract is from September 1, 1967 through August 31, 1968.

3. Financial consideration: Total cost of this contract for the contractual period is not to exceed $13,450. Payment will be made by the Michigan State University to the Indiana State Department of Education upon receipt of invoice for expenses incurred in accordance with budget, Appendix A.

4. The Grant Terms and Conditions for Research Grants, Office of Education, Appendix B are hereby made a part of this agreement.

MICHIGAN STATE UNIVERSITY

Philip J. May
Philip J. May
Vice President for Business and Finance

INDIANA STATE DEPARTMENT OF EDUCATION

Richard D. Wells
State Superintendent

II. Scope of Work

The plan will encourage immediate dialogues with the state directors of special education in the tri-state region to effect agreements, essentially as follows:

a. State directors of special education and the Regional Center Director will cooperatively write job descriptions as a first step in creating new field consultant positions in instructional materials for handicapped children and youth within the state departments of education.

b. State directors will interview candidates for the position, select a candidate who meets the requirements of the job description, and provide office space for the consultant within the state department of special education.

c. The USOE/MSU Regional Center will budget for the partial or full salaries, travel, equipment, and materials "support" in accordance with the appended budget for one year, following which time each state department of education will assume partial or full responsibility for the continuation of the position.

The field consultant for Indiana is to be selected by the state director of special education in Indiana as soon as possible so that he may assume duties at the opening of the school year, 1967-68. The Regional Center field consultant will likely continue to serve the state of Michigan on a shared-salary basis with the Michigan Department of Education. The duties of these persons may

be grouped into the following categories:

a. Work with School Districts. To visit the districts to ascertain the types and uses of instructional materials used in special education classes; to assist in developing project proposals for instructional materials utilizing various sources of Federal and state funds; to advise districts in selecting instructional materials; to arrange for field testing of materials by selected school districts.

b. Establishment of Resources. To organize and operate in-service meetings on instructional materials; to survey materials centers within and without the state; to ascertain available and possible resources; to work with various colleges and universities in the state to improve pre-service training programs; to aid in the demonstration and use of instructional materials; to serve as a clearing house for new materials and as a contact person for manufacturers of these materials; to attend in-state and out-of-state conferences and institutes concerned with instructional materials.

c. Liaison and Contact Duties. To meet periodically with the USOE/MSU Regional Center staff for consultation and coordination of activities; to coordinate various civic and parent groups in the preparation of selected instructional materials; to serve as a consultant to all areas of special education with the department of special education; to prepare monthly and annual progress reports and such other reports as are deemed necessary by the state departments of education and the Regional Center.

III. Objectives.

A materials field consultant in each state department of education of the region is necessary to instruct educators of handicapped children and youth in the use of effective materials and techniques to enhance the learning of these children. We are therefore proposing that such field consultants be immediately selected to work through state departments of education of this region -- to demonstrate that when qualified, full-time personnel devote their energies to a limited geographical area and have the authority to contact teachers therein, that teachers become better informed regarding materials selection and are more skillful in instruction than they were prior to the introduction of this service.

It is further expected that the field consultants working through state departments of education with teachers in their schools will more effectively improve the instruction of handicapped children than if a series of cooperative USOE-funded Centers were established at universities in the region with the expectation that teachers of the surrounding area will come to the cooperating Center to learn about materials and instruction. Therefore, it has been agreed that the Regional Center will not assist in the establishment of cooperative USOF-funded Centers in the region, except as the states may wish to utilize other available monies to establish local depositories. During the proposed period, we expect

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to demonstrate that:

a. A field consultant, working through a state department of education and supported by demonstration materials and appropriate equipment from the Regional Center, can arrange meaningful demonstrations for teachers. Such effective materials usage, exhibited by the field consultant or by rotating self-instructional displays arranged by the field consultant, would go out to the teacher rather than waiting for the teacher to come to an instructional materials center.

b. The economies are substantial when a person travels on a regular basis with selected materials, supplemented by self-instructional packages produced by the Regional Center. Duplicating entire libraries of books, instructional materials, dissemination equipment, and library staffs within a state is much too expensive -- and inefficient.

c. State departments of education urgently need to provide instructional materials staff specialists to improve the teaching of handicapped children and youth.

d. State Department of education field consultants can probably meet the demand of teachers when the service is cooperative with the Regional Center, even in high-density states. Creative ways of demonstrating materials usage on the part of specialist Regional Center staff can help teachers decide if they wish to recommend local purchase.

It is conceivable, moreover, that in the future several Regional

Centers could possibly be merged to provide the latter types of service, when state departments of education provided the needed intensive consultation and in-service education services.

The Regional Center staff and the tri-state directors of special education feel that the services of qualified field consultants over the next few years may help these states plan more wisely for future local-district centers, which are currently in short supply, and in the regional coordination of certain low-demand services such as braille, large type, and recorded materials for visually handicapped children and youth.

The broad view of the consultant, in contact with all sections of the state and familiar with the teacher's capacities and problems, will be of immense help when local-district centers are established. Therefore, we feel that it is premature to initiate auxiliary USOE-supported instructional materials centers in the states at this time. Rather, the Regional Center will initially furnish the field consultants with demonstration materials and audiovisual equipment as needed, until such time as experience may yield data suggesting a different direction.

Expected Outcomes:

1. Detailed descriptions of the cooperative planning of the Regional Center with each state department of special education.
2. Evaluation of instructional materials, particularly those which are teacher-made and innovative and which show promise for future development.
3. Evaluation instruments.
4. Instructional methods employed by the Field Consultant.
5. Detailed costs and numbers of people served.
6. Final report.

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The following technical reports are required:

a. Monthly progress report due on the 15th of the month following the month reported on.

b. Final report in 10 copies due August 31, 1968.

Federal Statutes and Regulations

All projects under this grant shall be conducted in accordance with, and subject to, the applicable statutes and regulations under which the grant is made. In particular, and not by way of limitation, special reference is hereby made to 45 CFR Part 80, implementing the provisions of section 601 of the Civil Rights Act of 1964 (P.L. 88-352) and to other pertinent regulations on civil rights issued by the Office of Education and published in the Federal Register; Bureau of Budget Circulars A-21 and A-74 currently in effect at the time of award of this grant.

APPENDIX A

BUDGET: Division of Special Education, State Department of Education, State of Indiana in cooperation with Instructional Materials Center for Handicapped Children and Youth (USOE/MSU).

Period: September 1, 1967 - August 31, 1968

ITEM	MSU CONTRIBUTION	INDIANA CONTRIBUTION
Consultant Salary	$10,000.00	$1,288.00
Secretary, F/T	1,000.00	3,140.00
Travel	2,400.00	---------
Supplies/Equipment	50.00	---------
	$13,450.00	$4,428.00

Appendix B

HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

GRANT TERMS AND CONDITIONS
FOR
RESEARCH GRANTS

April 13, 1966

1. Definitions
2. Scope of the Work
3. Limitations on Cost
4. Implementation of Planning Grants
5. Release of Materials to the Public Domain
6. Patent Rights
7. Construction
8. Changes
9. Revocation
10. Fiscal and Auditing Procedures
11. Federal Statutes and Regulations
12. Payments
13. Reports
14. Publications and Presentations
15. Anticipatory Costs
16. Grantee Contribution Records
17. Purchases and/or Rentals
18. Cooperative Agreements
19. Salaries and Wages
20. Travel
21. Clearance of Forms
22. Estimate of Time or Effort

1. Definitions
As used throughout this grant document the following terms shall have the meaning set forth below:

   a. The term "Commissioner" means the Commissioner of Education.
   b. The term "Grants Officer" means the employee of the U.S. Office of Education who has the delegated authority to execute and administer the grant on behalf of the Government.
   c. The term "Grantee" means the institution, organization, or individual named in the grant document as the recipient of the grant award.
   d. The term "Project Officer" means the employee of the Office of Education responsible for substantive surveillance of the grant.

2. Scope of the Work
The work and/or service which the Grantee shall perform as a condition to receiving the grant shall be consistent with that outlined in the proposal approved for support by the Commissioner and performed in accordance with the "Terms and Conditions" attached to the proposal as Appendix A, and expressly made a part of the grant document.

3. Limitations on Cost
The Government will not pay costs in any category of the approved grant budget which exceed the amount shown for that category by 15 per cent or $300, whichever is greater, without the prior written approval of the Grants Officer. If at any time the Grantee has reason to believe the total cost of the work and/or service described in the grant document will exceed 100 per cent or fall below 90 per cent of the funds provided in the grant budget, the Grantee shall notify the Grants Officer in writing to that effect and submit his revised estimate of the total cost for the performance of such work to the Grants Officer for approval. Regardless of the amounts expended under the grant, no vouchers for work under the grant will be paid unless received by the Grants Officer within 90 days after the expiration of the grant.

4. Implementation of Planning Grants
The Grantee understands that the approval of a planning grant does not carry any commitment to or preference of the Grantee in the award of any subsequent grant for implementation of such planning.

5. Release of Materials to the Public Domain
   a. The term "materials" as used herein means writings, sound recordings, films and other pictorial reproductions, drawings or other graphical representations, computer programs and work of any similar nature produced or specified to be delivered under this grant.
   b. Such materials produced as a result of research shall be released to the public, and thereby become a part of the public domain, as expeditiously as possible. This paragraph is not in any way to be construed as restricting the rights of the Grantee or his employees to use and/or publish the results of such research. Other materials produced under the grant shall be released as prescribed by the Commissioner.

c. To the extent the Grantee has the right and permission to do so, it shall grant to the Government a royalty-free, non-exclusive and irrevocable license to use in any manner, material not first produced in the performance of this grant, but which is incorporated in the materials. The Grantee shall advise the Grants Officer in writing of any material known to it not to be so licensed under this condition.

6. Patent Rights

a. Whenever an invention, improvement, or discovery (whether or not patentable) is made or conceived, or for the first time actually or constructively reduced to practice, by the Grantee or its employees, in the course of, in connection with, or under the terms of this grant, the Grantee shall immediately give the Grants Officer written notice thereof, and shall promptly thereafter furnish the Grants Officer with complete information thereon; the Commissioner shall have the sole and exclusive power to determine whether and where a patent application shall be filed, and determine the disposition of all rights in such invention, improvement, or discovery, including title to and rights under any patent application or patent that may issue thereon. The determinations of the Commissioner on all these matters shall be accepted as final and conclusive. The Grantee agrees that it will, and warrants that all of its employees who may be inventors will, execute all documents and do all things necessary or proper to the effectuation of such determinations.

b. Except as otherwise authorized in writing by the Grants Officer, the Grantee shall obtain patent agreements to effectuate the provisions of this condition from all persons who perform any part of the work under this grant, except such clerical and manual labor personnel as will have no access to technical data.

c. Except as otherwise authorized in writing by the Grants Officer, the Grantee shall insert in each subcontract having experimental, developmental, or research work as one of its purposes, provisions making this condition applicable to the subcontractor and its employees.

d. In the event the Grantee files a patent application on an invention pursuant to paragraph (a) hereof, the patent application shall include the following statement in the first paragraph of the specification and in any patent issued thereon.

> The invention described herein was made in the course of, or under a grant from, the Department of Health, Education, and Welfare. Office of Education.

7. Construction

a. Labor Standards

To the extent that grant funds will be used for construction, alteration and repair, the Grantee agrees to furnish the Grants Officer the following:

(i) A description of the construction, alteration or repair work;
(ii) The proposed advertising and bid opening dates for the work;
(iii) The city, county and State in which the work will be performed;
(iv) The name and address of the person to whom the necessary wage determination and labor standards provisions are to be sent for inclusion in construction contracts and subcontracts, not later than 6 weeks prior to the advertisement for bids for the construction, alteration or repair work to be performed. The Grantee also agrees to include, or have included, in all such construction, alteration, or repair contracts totalling over $2,000 and subcontracts thereunder the wage determination and labor standards provisions that are provided and required by the Secretary of Labor; See 29CFR Part 3 and 29CFR 5.5(a) and (c).

b. The Grantee agrees that the nondiscrimatory clause prescribed by Executive Order 11246 will be included in any contract for construction work or modification thereof.

8. Changes

The conditions of this grant may be changed at any time by mutual agreement. If any such change causes an increase or decrease in the cost of, or the time required for performance of, this work or otherwise affects any other conditions of this grant, an equitable adjustment may be made in the cost and in such other conditions of this grant as may be affected, and the grant shall be modified accordingly in writing by the Grants Officer.

9. Revocation

a. This grant may be revoked in whole or in part by the Commissioner after consultation with the Grantee whenever such revocation is deemed by the Commissioner to be in the best interest of the Government. Revocation will be effective on the date of receipt of notification from the Grants Officer. Such revocation will not obviate any reasonable financial obligations under the grant which, in the judgment of the Grants Officer, had become firm prior to the date of notification. Upon such notification, the Grantee shall immediately cancel or reduce, insofar as possible, outstanding commitments. The Grantee agrees to furnish the Grants Officer an itemized accounting of funds expended, obligated, and remaining unexpended or unobligated under the grant, within 30 days of the effective date of revocation, and remit directly thereafter such unexpended or unobligated amounts to the Office of Education.

b. The Grantee may request termination of a grant by notifying the Grants Officer, in writing, setting forth in detail the reasons for believing that termination would be appropriate.

10. Fiscal and Auditing Procedures
    a. Custody of funds. Each project proposal shall designate the name of the officer of the Grantee who will receive and have custody of grant funds.
    b. Fiscal Procedures. Each Grantee receiving Federal funds under a grant for an approved project shall establish an appropriate accounting system as may be necessary to provide for such fiscal control and fund accounting procedures as are necessary to assure proper disbursement of, and accounting for, the Federal funds received. Accounts and supporting documents maintained relating to project expenditures shall be adequate to permit an accurate and expeditious audit.
    c. Auditing Procedures. Each grantee shall make appropriate provision for the auditing of project expenditure records, and such records as well as the audit report shall be available to auditors of the Federal Government.
    d. Questioned Expenditures. The records pertaining to any claim or expenditure under a grant which has been questioned at the time of audit shall be maintained until necessary adjustments have been reviewed and cleared in writing by the Grants Officer.

11. Federal Statutes and Regulations
    All projects under this grant shall be conducted in accordance with, and subject to, the applicable statutes and regulations under which the grant is made. In particular, and not by way of limitation, special reference is hereby made to 45 CFR Part 80, implementing the provisions of section 601 of the Civil Rights Act of 1964 (P.L.88-352) and to other pertinent regulations on civil rights issued by the Office of Education and published in the Federal Register; Bureau of Budget Circulars A-21 and A-74 currently in effect at the time of award of this grant.

12. Payments
    a. A percentage of the total grant budget, in the amount set forth in the "Schedule" shall be withheld pending the receipt and acceptance of the final report as being in compliance with the terms and conditions of the grant.
    b. Any funds remaining unobligated at the expiration of this grant shall within 90 days of the date of expiration of the grant be refunded by check made payable to the United States Office of Education. All refunds must reference the grant number shown on the "Notification of Grant Award".

13. Reports
    a. The Grantee shall submit to the Project Officer such progress reports, final reports and other material as set forth in the "Schedule".
    b. The Grantee shall submit to the Project Officer a report of expenditures under the grant and such final report of expenditures as set forth in the "Schedule".

14 Publications and Presentations
Any publication or presentation by means of the various informational media resulting from or primarily related to performance of work under this grant shall contain the following acknowledgement:

> The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

The Grantee shall provide the Project Officer with 3 copies of any publication under the grant. The U.S. Office of Education reserves the exclusive right to determine the use of any publication or presentation resulting from or primarily related to the work performed under this grant.

15. Anticipatory Costs
Costs which have been incurred by the Grantee in anticipation of the execution of this grant, from not applicable to the effective date hereof and which, if incurred after the effective date of this grant, would have been considered allowable costs hereunder, shall be allowable costs hereunder provided, however, that such costs shall not exceed not applicable dollars Anticipatory costs under a grant are allowable only when authorized in writing by the Grants Officer.

16 Grantee Contribution Records
In the case of research grants or other grants requiring Grantee contributions, the Grantee institution shall maintain records to demonstrate a total actual contribution by the Grantee institution of an amount which is not less, in proportion to the actual charges against the grant, than the total amount proposed in the application, or any subsequent revision thereof approved by the agency The amount of the Grantee institution's contribution will be subject to audit.

17. Purchases and/or Rentals
Purchases of supplies, materials and/or equipment, and rental of equipment, and/or space shall be made in accordance with local regulations and shall be United States end products. Purchase of foreign end products must be approved in advance by the Grants Officer. "Foreign end products" means, other than United States end products.

18. Cooperative Agreements
A grantee may enter into a cooperative agreement or contract to provide services under this grant if the services to be so provided, as well as the cooperating institution, organization, or agency, are specified in the project proposal and if the agreement or contract is acceptable to the Grants Officer. Such a cooperative agreement or contract will be acceptable only if the Grants Officer is assured that the grantee will retain the responsibility for supervision of the project.

19. Salaries and Wages
    a. The current policies of the local institution, with respect to administration of salary and wage scales shall be applied to salaries and wages payable under this grant. The term "administration of salary and wage scales" is interpreted to mean hours of work, overtime rates, outside activities, general wage increases, and individual promotions.
    b. Consultants shall be paid at the prevailing rates established by the local institution. In exceptional cases, where the required caliber of services cannot be obtained at the prevailing rates, a request to pay a higher rate with justification therefor should be submitted to the Grants Officer for consideration and prior approval before the commitment is made.

20. Travel
    a. Travel shall be in accordance with local regulations.
    b. No foreign travel is authorized under this grant unless prior approval is received from the Grants Officer.

21. Clearance of Forms
    In the event the work performed involves the collection of identical information from ten or more individuals or organizations other than Federal employees or agencies, the Grantee will submit to the Grants Officer six copies of all questionnaire forms and survey plans for approval prior to their use. (Federal Reports Act of 1942)

22. Estimate of Time or Effort
    The Grantee shall maintain quarterly "Time or Effort Reports" for all professional staff rendering services under this grant. Such reports shall be prepared on an *ex post facto* basis not later than one month following the quarter within which the services were rendered. The estimates may be based on either hours or on percentage of effort. The estimate may be prepared by either the professional staff member himself or his supervisor and retained in the office of the individual responsible for preparation of expenditure reports. The "Time or Effort Reports" should be available for inspection at any time by representatives of the Government.

October 5, 1967

Dr. Edward C. Grover
State of Ohio
Department of Education
Columbus, Ohio 43215

Dear Dr. Grover:

Re: Account No. 200-211-605-537-Fund 12 (Fiscal 1968)
Cost Code 614

In response to your letter of September 15 I am enclosing one fully executed copy of the agreement between the Ohio State Department of Education and Michigan State University for the establishment of field consultant service.

As I indicated in our recent telephone conversation, we will send you a check in the amount of $6,500 very shortly. The paperwork for the first installment is now being processed. This is an advance payment; however, we will need a full accounting of actual expenditures and the return of any unexpended portion of the advances made under the subcontract. Periodic accountings for actual expenditures will suffice in lieu of the invoices mentioned in the subcontract.

We appreciate your cooperation.

Very truly yours,

Howard G. Grider
Contract Administrator

HGG/me
Enclosure

cc: Dr. Lou Alonso

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1. All research data and reports are confidential and the property of the United States Office of Education until formally released by the MSU Director in conformity with the terms of the USOE grant.
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MICHIGAN STATE UNIVERSITY

Philip J May

Philip J. May
Vice President for Business and Finance

OHIO STATE DEPARTMENT OF EDUCATION

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a. Work with School Districts. To visit the districts to ascertain the types and uses of instructional materials used in special education classes; to assist in developing project proposals for instructional materials utilizing various sources of Federal and state funds; to advise districts in selecting instructional materials; to arrange for field testing of materials by selected school districts.

b. Establishment of Resources. To organize and operate in-service meetings on instructional materials; to survey materials centers within and without the state; to ascertain available and possible resources; to work with various colleges and universities in the state to improve pre-service training programs; to aid in the demonstration and use of instructional materials; to serve as a clearing house for new materials and as a contact person for manufacturers of these materials; to attend in-state and out-of-state conferences and institutes concerned with instructional materials.

c. Liaison and Contact Duties. To meet periodically with the USOE/MSU Regional Center staff for consultation and coordination of activities; to coordinate various civic and parent groups in the preparation of selected instructional materials; to serve as a consultant to all areas of special education with the department of special education; to prepare monthly and annual progress reports and such other reports as are deemed necessary by the state departments of education and the Regional Center.

III. Objectives.

A materials field consultant in each state department of education of the region is necessary to instruct educators of handicapped children and youth in the use of effective materials and techniques to enhance the learning of these children. We are therefore proposing that such field consultants be immediately selected to work through state departments of education of this region -- to demonstrate that when qualified, full-time personnel devote their energies to a limited geographical area and have the authority to contact teachers therein, that teachers become better informed regarding materials selection and are more skillful in instruction than they were prior to the introduction of this service.

It is further expected that the field consultants working through state departments of education with teachers in their schools will more effectively improve the instruction of handicapped children than if a series of cooperative USOE-funded Centers were established at universities in the region with the expectation that teachers of the surrounding area will come to the cooperating Center to learn about materials and instruction. Therefore, it has been agreed that the Regional Center will not assist in the establishment of cooperative USOF-funded Centers in the region, except as the states may wish to utilize other available monies to establish local depositories. During the proposed period, we expect

to demonstrate that:

a. A field consultant, working through a state department of education and supported by demonstration materials and appropriate equipment from the Regional Center, can arrange meaningful demonstrations for teachers. Such effective materials usage, exhibited by the field consultant or by rotating self-instructional displays arranged by the field consultant, would go out to the teacher rather than waiting for the teacher to come to an instructional materials center.

b. The economies are substantial when a person travels on a regular basis with selected materials, supplemented by self-instructional packages produced by the Regional Center. Duplicating entire libraries of books, instructional materials, dissemination equipment, and library staffs within a state is much too expensive -- and inefficient.

c. State departments of education urgently need to provide instructional materials staff specialists to improve the teaching of handicapped children and youth.

d. State Department of education field consultants can probably meet the demand of teachers when the service is cooperative with the Regional Center, even in high-density states. Creative ways of demonstrating materials usage on the part of specialist Regional Center staff can help teachers decide if they wish to recommend local purchase.

It is conceivable, moreover, that in the future several Regional

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Centers could possibly be merged to provide the latter types of service, when state departments of education provided the needed intensive consultation and in-service education services.

The Regional Center staff and the tri-state directors of special education feel that the services of qualified field consultants over the next few years may help these states plan more wisely for future local-district centers, which are currently in short supply, and in the regional coordination of certain low-demand services such as braille, large type, and recorded materials for visually handicapped children and youth.

The broad view of the consultant, in contact with all sections of the state and familiar with the teacher's capacities and problems, will be of immense help when local-district centers are established. Therefore, we feel that it is premature to initiate auxiliary USOE-supported instructional materials centers in the states at this time. Rather, the Regional Center will initially furnish the field consultants with demonstration materials and audiovisual equipment as needed, until such time as experience may yield data suggesting a different direction.

Expected Outcomes:

1. Detailed descriptions of the cooperative planning of the Regional Center with each state department of special education.
2. Evaluation of instructional materials, particularly those which are teacher-made and innovative and which show promise for future development.
3. Evaluation instruments.
4. Instructional methods employed by the Field Consultant.
5. Detailed costs and numbers of people served.
6. Final report.

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The following technical reports are required.

a. Monthly progress report due on the 15th of the month following the month reported on.

b. Final report in 10 copies due August 31, 1968.

Federal Statutes and Regulations

All projects under this grant shall be conducted in accordance with, and subject to, the applicable statutes and regulations under which the grant is made. In particular, and not by way of limitation, special reference is hereby made to 45 CFR Part 80, implementing the provisions of section 601 of the Civil Rights Act of 1964 (P.L.88-352) and to other pertinent regulations on civil rights issued by the Office of Education and published in the Federal Register; Bureau of Budget Circulars A-21 and A-74 currently in effect at the time of award of this grant.

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Budget - Field Materials Consultant
Ohio Department of Public Instruction

*Salary	$11,400
Retirement	1,310
Workmen's Compensation	240
Data Processing Charges	60
Travel	3,000
Supplies and Printing	1,000
Postage	300
Telephone	250
Office Rental	800
**Equipment	750
TOTAL	$19,110

*Proposed salary increase effective July 1, 1967. This figure is an estimate of that proposed increase.

**Equipment to include: Desk, Executive Chair, File Cabinet, Table, 4 Side Chairs, Bookcases or Shelving.

HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

GRANT TERMS AND CONDITIONS
FOR
RESEARCH GRANTS

April 13, 1966

1. Definitions
2. Scope of the Work
3. Limitations on Cost
4. Implementation of Planning Grants
5. Release of Materials to the Public Domain
6. Patent Rights
7. Construction
8. Changes
9. Revocation
10. Fiscal and Auditing Procedures
11. Federal Statutes and Regulations
12. Payments
13. Reports
14. Publications and Presentations
15. Anticipatory Costs
16. Grantee Contribution Records
17. Purchases and/or Rentals
18. Cooperative Agreements
19. Salaries and Wages
20. Travel
21. Clearance of Forms
22. Estimate of Time or Effort

1. Definitions
As used throughout this grant document the following terms shall have the meaning set forth below:

   a. The term "Commissioner" means the Commissioner of Education.
   b. The term "Grants Officer" means the employee of the U.S. Office of Education who has the delegated authority to execute and administer the grant on behalf of the Government.
   c. The term "Grantee" means the institution, organization, or individual named in the grant document as the recipient of the grant award.
   d. The term "Project Officer" means the employee of the Office of Education responsible for substantive surveillance of the grant.

2. Scope of the Work
The work and/or service which the Grantee shall perform as a condition to receiving the grant shall be consistent with that outlined in the proposal approved for support by the Commissioner and performed in accordance with the "Terms and Conditions" attached to the proposal as Appendix A, and expressly made a part of the grant document.

3. Limitations on Cost
The Government will not pay costs in any category of the approved grant budget which exceed the amount shown for that category by 15 per cent or $300, whichever is greater, without the prior written approval of the Grants Officer. If at any time the Grantee has reason to believe the total cost of the work and/or service described in the grant document will exceed 100 per cent or fall below 90 per cent of the funds provided in the grant budget, the Grantee shall notify the Grants Officer in writing to that effect and submit his revised estimate of the total cost for the performance of such work to the Grants Officer for approval. Regardless of the amounts expended under the grant, no vouchers for work under the grant will be paid unless received by the Grants Officer within 90 days after the expiration of the grant.

4. Implementation of Planning Grants
The Grantee understands that the approval of a planning grant does not carry any commitment to or preference of the Grantee in the award of any subsequent grant for implementation of such planning.

5. Release of Materials to the Public Domain
   a. The term "materials" as used herein means writings, sound recordings, films and other pictorial reproductions, drawings or other graphical representations, computer programs and work of any similar nature produced or specified to be delivered under this grant.
   b. Such materials produced as a result of research shall be released to the public, and thereby become a part of the public domain, as expeditiously as possible. This paragraph is not in any way to be construed as restricting the rights of the Grantee or his employees to use and/or publish the results of such research. Other materials produced under the grant shall be released as prescribed by the Commissioner.

c. To the extent the Grantee has the right and permission to do so, it shall grant to the Government a royalty-free, non-exclusive and irrevocable license to use in any manner, material not first produced in the performance of this grant, but which is incorporated in the materials. The Grantee shall advise the Grants Officer in writing of any material known to it not to be so licensed under this condition.

6. Patent Rights

a. Whenever an invention, improvement, or discovery (whether or not patentable) is made or conceived, or for the first time actually or constructively reduced to practice, by the Grantee or its employees, in the course of, in connection with, or under the terms of this grant, the Grantee shall immediately give the Grants Officer written notice thereof, and shall promptly thereafter furnish the Grants Officer with complete information thereon; the Commissioner shall have the sole and exclusive power to determine whether and where a patent application shall be filed, and determine the disposition of all rights in such invention, improvement, or discovery, including title to and rights under any patent application or patent that may issue thereon. The determinations of the Commissioner on all these matters shall be accepted as final and conclusive. The Grantee agrees that it will, and warrants that all of its employees who may be inventors will, execute all documents and do all things necessary or proper to the effectuation of such determinations.

b. Except as otherwise authorized in writing by the Grants Officer, the Grantee shall obtain patent agreements to effectuate the provisions of this condition from all persons who perform any part of the work under this grant, except such clerical and manual labor personnel as will have no access to technical data.

c. Except as otherwise authorized in writing by the Grants Officer, the Grantee shall insert in each subcontract having experimental, developmental, or research work as one of its purposes, provisions making this condition applicable to the subcontractor and its employees.

d. In the event the Grantee files a patent application on an invention pursuant to paragraph (a) hereof, the patent application shall include the following statement in the first paragraph of the specification and in any patent issued thereon.

> The invention described herein was made in the course of, or under a grant from, the Department of Health, Education, and Welfare, Office of Education.

7. Construction

a. Labor Standards

To the extent that grant funds will be used for construction, alteration and repair, the Grantee agrees to furnish the Grants Officer the following:

(i) A description of the construction, alteration or repair work;
(ii) The proposed advertising and bid opening dates for the work;
(iii) The city, county and State in which the work will be performed;
(iv) The name and address of the person to whom the necessary wage determination and labor standards provisions are to be sent for inclusion in construction contracts and subcontracts, not later than 6 weeks prior to the advertisement for bids for the construction, alteration or repair work to be performed. The Grantee also agrees to include, or have included, in all such construction, alteration, or repair contracts totalling over $2,000 and subcontracts thereunder the wage determination and labor standards provisions that are provided and required by the Secretary of Labor; See 29CFR Part 3 and 29CFR 5.5(a) and (c).

b. The Grantee agrees that the nondiscrimatory clause prescribed by Executive Order 11246 will be included in any contract for construction work or modification thereof.

8. Changes

The conditions of this grant may be changed at any time by mutual agreement. If any such change causes an increase or decrease in the cost of, or the time required for performance of, this work or otherwise affects any other conditions of this grant, an equitable adjustment may be made in the cost and in such other conditions of this grant as may be affected, and the grant shall be modified accordingly in writing by the Grants Officer.

9. Revocation

a. This grant may be revoked in whole or in part by the Commissioner after consultation with the Grantee whenever such revocation is deemed by the Commissioner to be in the best interest of the Government. Revocation will be effective on the date of receipt of notification from the Grants Officer. Such revocation will not obviate any reasonable financial obligations under the grant which, in the judgment of the Grants Officer, had become firm prior to the date of notification. Upon such notification, the Grantee shall immediately cancel or reduce, insofar as possible, outstanding commitments. The Grantee agrees to furnish the Grants Officer an itemized accounting of funds expended, obligated, and remaining unexpended or unobligated under the grant, within 30 days of the effective date of revocation, and remit directly thereafter such unexpended or unobligated amounts to the Office of Education.

b. The Grantee may request termination of a grant by notifying the Grants Officer, in writing, setting forth in detail the reasons for believing that termination would be appropriate.

10. Fiscal and Auditing Procedures
    a. Custody of funds. Each project proposal shall designate the name of the officer of the Grantee who will receive and have custody of grant funds.
    b. Fiscal Procedures. Each Grantee receiving Federal funds under a grant for an approved project shall establish an appropriate accounting system as may be necessary to provide for such fiscal control and fund accounting procedures as are necessary to assure proper disbursement of, and accounting for, the Federal funds received. Accounts and supporting documents maintained relating to project expenditures shall be adequate to permit an accurate and expeditious audit.
    c. Auditing Procedures. Each grantee shall make appropriate provision for the auditing of project expenditure records, and such records as well as the audit report shall be available to auditors of the Federal Government.
    d. Questioned Expenditures. The records pertaining to any claim or expenditure under a grant which has been questioned at the time of audit shall be maintained until necessary adjustments have been reviewed and cleared in writing by the Grants Officer.

11. Federal Statutes and Regulations

All projects under this grant shall be conducted in accordance with, and subject to, the applicable statutes and regulations under which the grant is made. In particular, and not by way of limitation, special reference is hereby made to 45 CFR Part 80, implementing the provisions of section 601 of the Civil Rights Act of 1964 (P.L.88-352) and to other pertinent regulations on civil rights issued by the Office of Education and published in the Federal Register; Bureau of Budget Circulars A-21 and A-74 currently in effect at the time of award of this grant.

12. Payments
    a. A percentage of the total grant budget, in the amount set forth in the "Schedule" shall be withheld pending the receipt and acceptance of the final report as being in compliance with the terms and conditions of the grant.
    b. Any funds remaining unobligated at the expiration of this grant shall within 90 days of the date of expiration of the grant be refunded by check made payable to the United States Office of Education. All refunds must reference the grant number shown on the "Notification of Grant Award".

13. Reports
    a. The Grantee shall submit to the Project Officer such progress reports, final reports and other material as set forth in the "Schedule".
    b. The Grantee shall submit to the Project Officer a report of expenditures under the grant and such final report of expenditures as set forth in the "Schedule".

14. Publications and Presentations
Any publication or presentation by means of the various informational media resulting from or primarily related to performance of work under this grant shall contain the following acknowledgement:

> The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

The Grantee shall provide the Project Officer with 3 copies of any publication under the grant. The U.S. Office of Education reserves the exclusive right to determine the use of any publication or presentation resulting from or primarily related to the work performed under this grant.

15. Anticipatory Costs
Costs which have been incurred by the Grantee in anticipation of the execution of this grant, from not applicable to the effective date hereof and which, if incurred after the effective date of this grant, would have been considered allowable costs hereunder, shall be allowable costs hereunder provided, however, that such costs shall not exceed not applicable dollars. Anticipatory costs under a grant are allowable only when authorized in writing by the Grants Officer.

16. Grantee Contribution Records
In the case of research grants or other grants requiring Grantee contributions, the Grantee institution shall maintain records to demonstrate a total actual contribution by the Grantee institution of an amount which is not less, in proportion to the actual charges against the grant, than the total amount proposed in the application, or any subsequent revision thereof approved by the agency. The amount of the Grantee institution's contribution will be subject to audit.

17. Purchases and/or Rentals
Purchases of supplies, materials and/or equipment, and rental of equipment, and/or space shall be made in accordance with local regulations and shall be United States end products. Purchase of foreign end products must be approved in advance by the Grants Officer. "Foreign end products" means, other than United States end products.

18. Cooperative Agreements
A grantee may enter into a cooperative agreement or contract to provide services under this grant if the services to be so provided, as well as the cooperating institution, organization, or agency, are specified in the project proposal and if the agreement or contract is acceptable to the Grants Officer. Such a cooperative agreement or contract will be acceptable only if the Grants Officer is assured that the grantee will retain the responsibility for supervision of the project.

19. Salaries and Wages
    a. The current policies of the local institution, with respect to administration of salary and wage scales shall be applied to salaries and wages payable under this grant. The term "administration of salary and wage scales" is interpreted to mean hours of work, overtime rates, outside activities, general wage increases, and individual promotions.
    b. Consultants shall be paid at the prevailing rates established by the local institution. In exceptional cases, where the required caliber of services cannot be obtained at the prevailing rates, a request to pay a higher rate with justification therefor should be submitted to the Grants Officer for consideration and prior approval before the commitment is made.

20. Travel
    a. Travel shall be in accordance with local regulations.
    b. No foreign travel is authorized under this grant unless prior approval is received from the Grants Officer.

21. Clearance of Forms

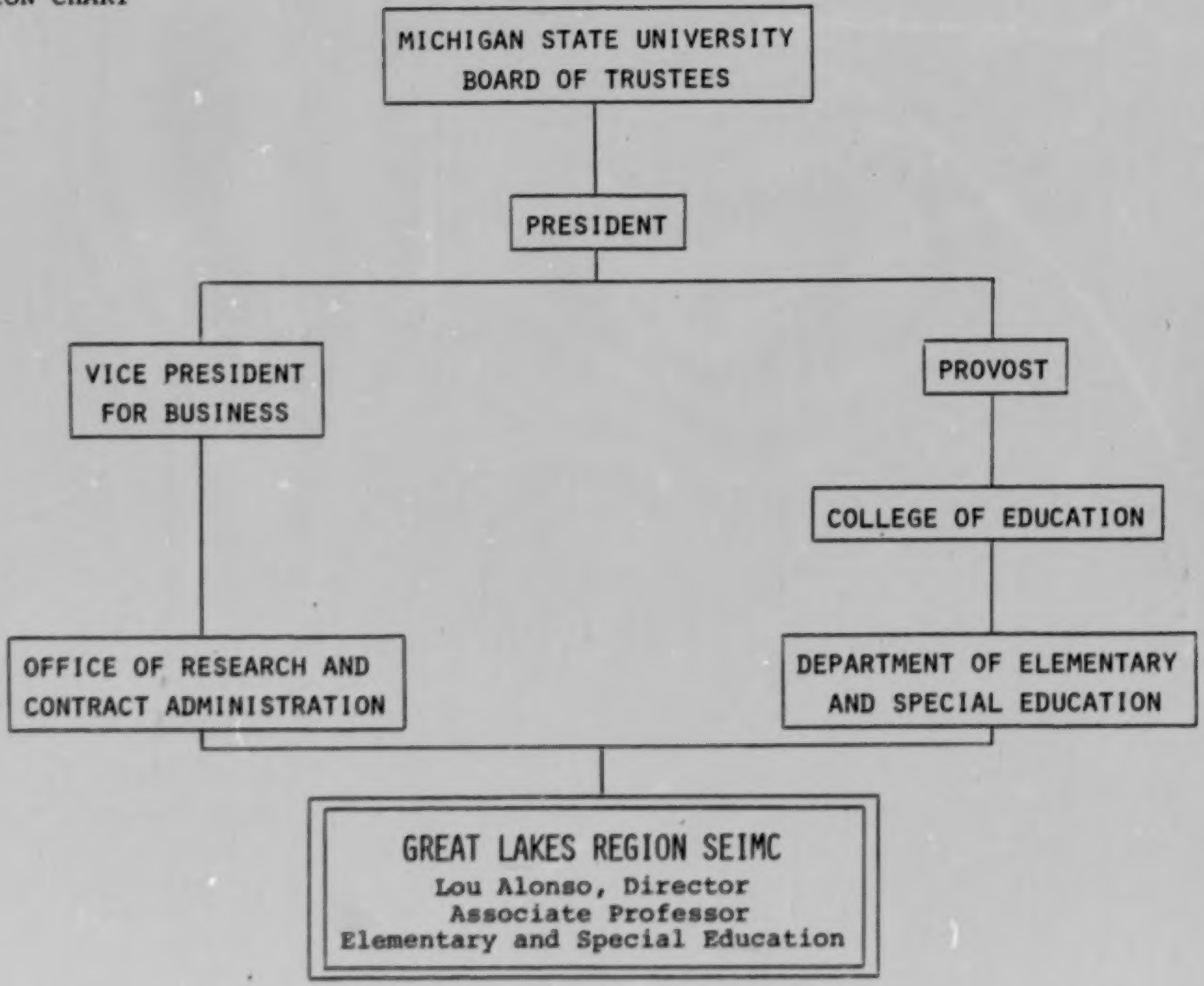
    In the event the work performed involves the collection of identical information from ten or more individuals or organizations other than Federal employees or agencies, the Grantee will submit to the Grants Officer six copies of all questionnaire forms and survey plans for approval prior to their use. (Federal Reports Act of 1942)

22. Estimate of Time or Effort

    The Grantee shall maintain quarterly "Time or Effort Reports" for all professional staff rendering services under this grant. Such reports shall be prepared on an *ex post facto* basis not later than one month following the quarter within which the services were rendered. The estimates may be based on either hours or on percentage of effort. The estimate may be prepared by either the professional staff member himself or his supervisor and retained in the office of the individual responsible for preparation of expenditure reports. The "Time or Effort Reports" should be available for inspection at any time by representatives of the Government.

ORGANIZATION CHARTS OF THE GLR SEIMC

Great Lakes Region SEIMC
ORGANIZATION CHART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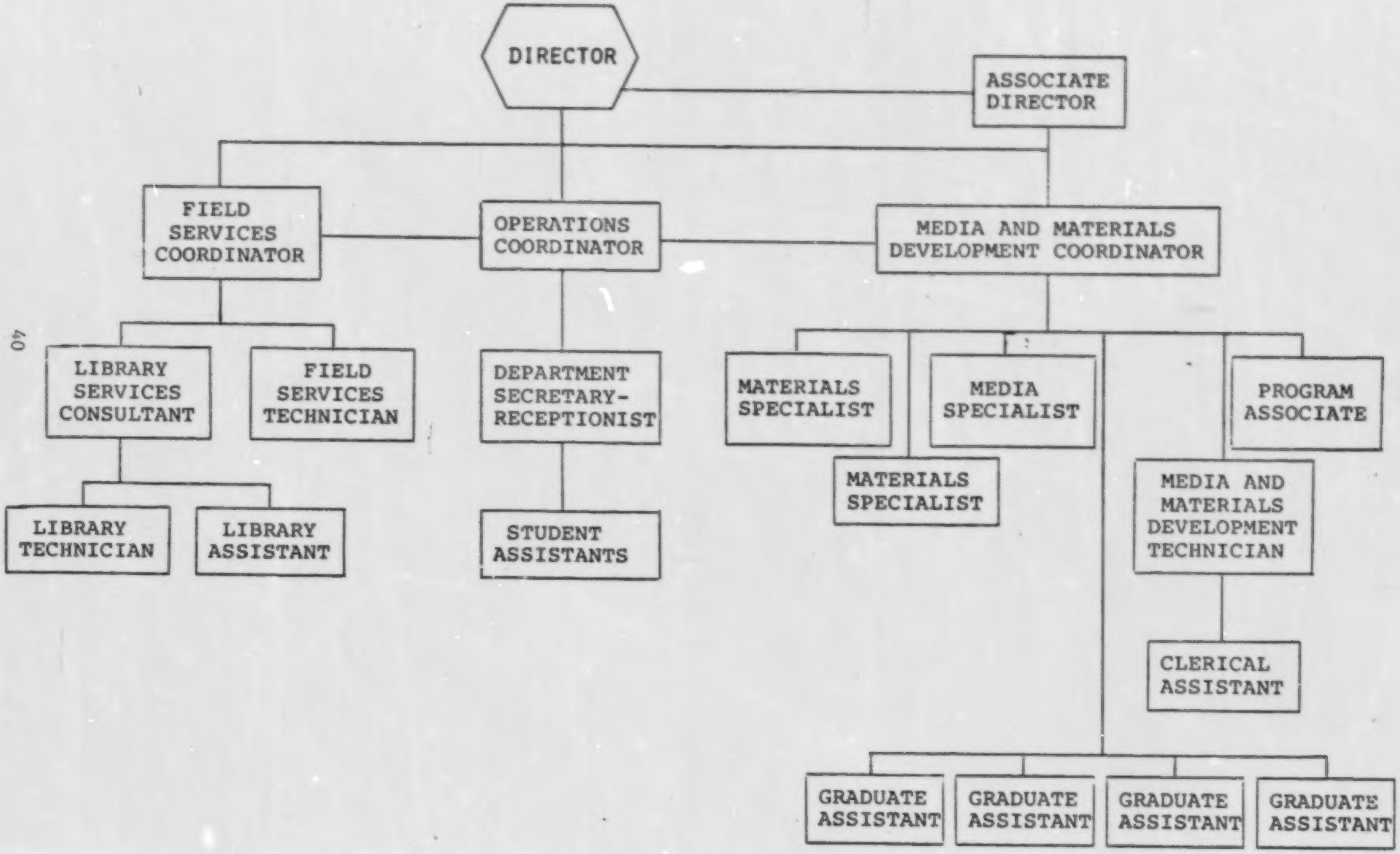
DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION
GREAT LAKES REGION SEIMC
Lou Alonso, Director
Associate Professor
Elementary and Special Education

GREAT LAKES REGION SEIMC

1973-74 PERSONNEL ALIGNMENT


DIRECTOR
ASSOCIATE DIRECTOR
FIELD SERVICES COORDINATOR
OPERATIONS COORDINATOR
MEDIA AND MATERIALS DEVELOPMENT COORDINATOR
LIBRARY SERVICES CONSULTANT
FIELD SERVICES TECHNICIAN
LIBRARY TECHNICIAN
LIBRARY ASSISTANT
DEPARTMENT SECRETARY-RECEPTIONIST
STUDENT ASSISTANTS
MATERIALS SPECIALIST
MATERIALS SPECIALIST
MEDIA SPECIALIST
PROGRAM ASSOCIATE
MEDIA AND MATERIALS DEVELOPMENT TECHNICIAN
CLERICAL ASSISTANT
GRADUATE ASSISTANT
GRADUATE ASSISTANT
GRADUATE ASSISTANT
GRADUATE ASSISTANT

VITAE OF THE STAFF OF THE GLR SEIMC

PROJECT DIRECTOR

VITA

NAME	Lou Alonso
ACADEMIC RANK & TITLE	Associate Professor of Elementary and Special Education; Principal Investigator and Director, Great Lakes Region Special Education Instructional Materials Center; Coordinator, Programs Preparing Personnel in the Education of Visually Handicapped and Blind/Deaf Children and Youth
EDUCATION	Michigan State University - about 45 term hours of courses in Psychology, Counseling and Guidance, other areas of the handicapped M.A., Michigan State University, 1950, Education of Visually Handicapped; Speech Pathology; Psychology B.A., Michigan State University, 1947, Speech Pathology and Psychology; Elementary Education
CERTIFICATION	Michigan Permanent Elementary Teachers Certificate Michigan Approval to Teach Visually Handicapped Children Michigan Approval to Teach Physically Handicapped Children Michigan Approval to Teach Speech Handicapped Children
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS	Council for Exceptional Children Division for the Visually Handicapped (CEC) Division for Teacher Education (CEC) Association for Educational Communication and Technology, Special Education Division Michigan Association of Administrators of Special Education Association of Educators of the Visually Handicapped
PROFESSIONAL EXPERIENCE	Teaching:
1958 to present	Michigan State University, teaching classes, supervising practicums, writing, and conducting research regarding the education of visually impaired children; and until 1965, also in the area of the physically handicapped.
1949 to 1953	Michigan School for the Blind, Lansing, Michigan, teaching blind and partially seeing children.

1948 to 1949	Michigan State University, Graduate Assistant in Written and Spoken English, providing course instruction and speech improvement to college freshmen.
1947 to 1948	Teaching Handicapped Children, Flint, Michigan, Speech Pathologist in 5 public schools, including school for physically handicapped (deaf and visually handicapped children; and deaf students in one junior high school).
	Administration:
1965 to present	Principal Investigator and Director, Great Lakes Region Special Education Instructional Materials Center. Written and submitted at the invitation of Dr. James Moss, then Director of the Division of Research, BEH, USOE; new proposal submitted annually.
1959 to present	Coordinator, Programs Preparing Personnel for the Education of Visually Handicapped and Deaf-Blind Children, Michigan State University; and until 1965, Coordinator of Programs for the Physically Handicapped.
1967 to 1969	Vice-President, then President; Council for Exceptional Children, Division for the Visually Handicapped.
1966 to 1967	Co-Principal Investigator, research project to develop scales and procedures for assessing social psychological characteristics of visually impaired and deaf children, funded by USOE.
1965 to 1967	Co-Principal Investigator, research project on braille reading materials, funded by the U. S. Office of Education.
1964 to 1965	Acting Director of Special Education, Michigan State University.
1955 to 1956	Acting Principal, Elementary and middle school, Michigan School for the Blind, Lansing, Michigan.
1953 to 1955	Administrative Assistant to elementary and middle school principal, Michigan School for the Blind, Lansing; coordinating services, instructional aid and in-service education for teachers.
SERVICE	Consultant-Specialist to the USOE Bureau of Education for the Handicapped Training Division.
	Consultant to the USOE Associate Commissioner of Education for the Handicapped, SEIMC Network planning.
	Member, Editorial Advisory Board, American Foundation for the Blind

Consultant to the USOE BEH Technical Assessment Program of Media Services and Captioned Films for the Deaf.

Member of the Publications Board, Council for Exceptional Children

Associate Editor of *Exceptional Children*, the official journal of the Council for Exceptional Children.

Member of the Editorial Advisory Board, *Teaching Exceptional Children*, which I co-founded in 1966, now an official publication sent to all CEC members.

Member of the Committee for the Visually Handicapped, International Reading Association.

Member of the On-Site Review Team, National Accreditation Council for Agencies Serving the Blind.

Member of the Advisory Committee, Library of Congress, Michigan Library for the Blind and Physically Handicapped.

Member of the Advisory Committee, Midwest Regional Center for Services to Deaf-Blind Children (5-state region, supported by USOE)

Member of the Advisory Committee, Ingham Intermediate School District, Blind/Infant Program.

Member of the Advisory Committee to the braille project, Jackson Prison.

Member of the Advisory Committee to the Michigan Department of Education Deaf/Blind Program.

Member of the Advisory Committee to the Programmatic Research Project in Physical Education for the Mentally Retarded in the Elementary School, a USOE/BEH P.L. 91-230 Title VI project directed by Janet Wessel in MSU's HPER Department.

Member of the Advisory Committee to the Pediatric Low Vision Clinic at the Michigan School for the Blind (a co-founder of the Clinic in 1966 with the Michigan Department of Public Health Vision Unit Director)

Field Reader, USOE Bureau of Education for the Handicapped Research Division.

Field Reader, USOE Bureau of Education for the Handicapped Educational Services Division.

Field Reader, USOE Bureau of Education for the Handicapped Training Division.

Member, Anti-discrimination Policy and Procedures Committee, Michigan State University.

Consultant, Head Start Technical Assistance and Management System (HS/TAMS), U.S. Office of Child Development, Region V, Misonger Center for Mental Retardation and Developmental Disabilites, Ohio State University.

Field Reader, USOE Bureau of Education for the Handicapped Early Childhood Education Program, P.L. 91-230, Part C.

Member, Michigan State University College of Education Assembly, representing the Department of Elementary and Special Education.

Member, Michigan Department of Education Citizen's Advisory Committee to the Michigan School for the Blind.

PUBLICATIONS

"The Child with Impaired Vision in the Regular Classroom," in Dennison, A., and Napier, G. (Editors) Handbook for Teachers of the Visually Handicapped. American Printing House for the Blind, in press, (Sept. 1974).

"The Child with Impaired Vision in the Regular Classroom," The Seer, Fall 1973, Volume XLIV, Number 3, page 5.

Survey and Recommendations, Multiple-Handicapped Children in Michigan (with others), Michigan Department of Education , 1972.

Evaluation of and Recommendations for the Blind Unit of the Plymouth State Home and Training School (with others), Institute for the Study of Mental Retardation and Allied Problems, The University of Michigan, Ann Arbor, 1972

"The Child with Impaired Vision," Journals of the Association of Learning Disabilities Teacher-Consultants, June 1971.

Diagnosis of Specific Learning Disabilities and Prescriptive Teaching, Regional SEIMC, MSU, 1970.

"The Educator's Vital Role in Mobility and Orientation," New Outlook for the Blind, September, 1969.

"The Role of the Resource Consultant in the Education of the Visually Handicapped," (With C. Henley) in Resource Consultants in the Education of the Handicapped, Council for Exceptional Children, 1969.

Scales and Procedures for Assessing Social Psychological Characteristics of Visually Impaired and Hearing Impaired Students (with Erickson and others), Western Michigan University, 1969.

"Regional Instructional Materials Center for Handicapped Children and Youth," NAHE News of Higher Education, March 1969.

"Careers in Special Education: Visual Handicaps," Careers in Special Education, Council for Exceptional Children, Washington, D.C. 1969.

"2500 Answers," Format, Michigan State University, September/October 1968 (an article by Bob Weber about the work of the SEIMC).

The Resource Consultant in the Education of the Visually Handicapped (an informational pamphlet for recruitment purposes), Michigan State University, 1968.

The Education of Blind/Deaf Children, (an informational pamphlet for recruitment purposes), Michigan State University, 1968.

"Three Centers Form a Consortium Providing Information and Materials for Educators and Administrators of Visually Handicapped Children," (with Lappin and Calovini), Exceptional Children, February 1968.

"What the Classroom Teacher Can Do for the Child With Impaired Vision," Saber, U. S. Information Service, Caracas, Venezuela, 1968.

"The Child with Impaired Vision," Journal of the Pennsylvanis Council for the Education of the Visually Handicapped, February 1968.

"The Visually Handicapped Child in a Regular Class," Journal of the NEA, November, 1967 (and reprinted in several foreign languages for distribution internationally).

Comprehension of Full Length and Telegraphic Materials Among Blind Children, (with Clessen Martin), Final Report, Educational Research Series, Number 42, College of Education, MSU, December 1967.

Physical Education and Recreation for the Visually Handicapped, (Editor with Janet Wessel), Educational Proceedings Series, Number 7, College of Education, MSU, December 1967.

Understanding Blindness: A Programmed Text. College of Education, MSU, 1967.

The Development of Preparation Curricula and Learning Tools for Teachers of Visually Disabled Children and Youth (Proposal to USOE; approved but not funded) 1964.

Recreation and Physical Activity for the Visually Handicapped, Council for Exceptional Children, in press.

"The Trend Toward Individualized Teaching Based on Diagnosis of Specific Learning Disabilities," Lou Alonso (with Kim C. Sykes, Carl Oldsen), MSU Central Printing Office, Monograph Series No. 4.

Report of a National Assessment of Teacher Perceived Needs of Materials/Media for Blind/Deaf Children, in press.

At least 35 separate handouts authored for student readings in undergraduate and graduate classes on topics where no written information was previously available, e.g., "Teaching the Use of the Brailler," "Writing with the Slate and Stylus: Techniques of Instruction and Use," "Handwriting and Educationally Blind Children," etc.

HONORS

Will be listed in Who's Who of American Women, Ninth Edition, 1975-76.

MEDIA DEVELOPMENT

film, The Benham Obstacle Detector, a short color film made in New York City in 1965, illustrating the use of the then-new obstacle detector by blind persons.

12 slide-script learning packages in the education of visually handicapped children, developed for self-instruction of candidates preparing as teachers of visually handicapped children. 1969.

2 slide-script learning packages in the education of blind/deaf children, developed for self-instruction of candidates preparing as teachers of blind/deaf children. 1969.

1 slide-script self-instructional learning package for administrators of visually handicapped children: a full-day of in-service education instruction for teachers. 1970.

2 videotapes, 1 demonstrating the instruction of visually handicapped children, and the other the rehabilitation of visually impaired persons, both 1/2 hour presentations for WMSB-TV, Jackson, Michigan.

ASSOCIATE DIRECTOR

VITA

NAME	Ted W. Ward
ACADEMIC RANK & TITLE	Professor of Education (instructional systems and curriculum research) Institute for International Studies in Education and Associate Director for Research, Great Lakes Region Special Education Instructional Materials Center.
EDUCATION	Ed.D., University of Florida, 1956 (behavioral research of the development of practitioners for the professions) M.Ed., University of Florida, 1954 (curriculum design) B.Mus.Ed., Wheaton College, 1951
EMPLOYEMNT	
1956 to present	Michigan State University: Professor of Education; Associate Director for Research, Great Lakes Region Special Education Instructional Materials Center; Director, Learning Systems Institute (1963-71); Director Human Learning Research Institute, 1966-71 (College of Education and College of Social Science); Coordinator of Off-Campus Teacher Education Center (Pontiac); Coordinator of Continuing Education Services, Greater Detroit Region; Curriculum Coordinator, College of Education.
1953-1956	Coordinator of Student Teaching, University of Florida.
1951-1954	Director of Summer Chorus (summers), University of Miami.
1950-1952	School Music Teacher, Wheaton College Academy.
MEMBERSHIP	American Educational Research Association Association for Supervision and Curriculum Development Associates of Urbanus (developers of instructional materials for training of cross-cultural workers) Curriculum Research Committee, Michigan Department of Education (1963-67) Executive Board, Michigan Educational Research Council (1966-69) Advisory Board, U. S. Office of Education, ERIC (Educational Resources Information Center)
CONTINUING CONSULTANT	Comittee to Assist Mission Education Overseas (Permanent Joint Committee of the Independent Foreign Mission Associations and the Evangelical Foreign Mission Associations).

CONSULTANT

European Language and Cultural Centers (Eurocentres) Zurich, Switzerland (field work in England, France and Switzerland); Nuffield Foundation, Ford Foundation, BBC, UNESCO, U.S. Office of Education, and to various universities, colleges, state and local departments of education; American Foundation for the Blind; Library of Congress; National Council of Churches of Christ; National Association of Evangelicals; Society of Jesus and other Catholic orders.

Consultant and training coordinator (development of instructional technology) for various projects in Bolivia, Brazil, Colombia, Ethiopia, Germany, India, Kenya, Nigeria, Philippines, and other nations.

Co-Founder and co-director The Associates of Urbanus, instructional materials development group for values training, moral-ethical development and church leadership education.

PUBLICATIONS

I. Books and Booklets

What Makes the Difference? (...for effective supervision) East Lansing: Bureau of Publications, College of Education, Michigan State University, 1958 (Rev. 1967).

You're In for a Surprise! (...as you begin teaching) East Lansing: Bureau of Publications, College of Education, Michigan State University, 1960.

Concern for the Individual in Student Teaching, Writing Chairman, Forty-Second Yearbook of the Association for Student Teaching; Cedar Falls, Iowa: The Association, 1963.

"The Challenge of Individual Differences" (with Ernest O. Melby), in Concern for the Individual...(above)

"An Expanding Role" (with Troy Stearns) in Teacher Education and the Public Schools, Fortieth Yearbook of the Association for Student Teaching; Cedar Falls, Iowa: The Association, 1961.

"Programmed Learning Techniques," in R. Winter: Theological Education by Extension; Pasadena: William Carey Press, 1969.

"Developing Teacher Behavior in Clinical Settings," in Internships in Teacher Education, Forty-Seventh Yearbook of the Association for Student Teaching; Washington: The Association, 1968.

"Professional Integration and Clinical Research," in The Supervisor: Agent for Change in Teaching; Washington: The Association for Supervision and Curriculum Development, NEA, 1966.

Programmed Instruction for Theological Education by Extension (with Margaret Ward) Holt, Michigan: The Associates of Urbanus, 1970 (and edition, 1971).

Memo for the Underground; Carol Stream, Illinois; Creation House, 1971.

II. Encyclopedia Articles

"Instructional Devices and Techniques for the Handicapped" Encyclopedia of Education, Macmillan, 1970.

"Improvement of Educational Practice" (with John E. Ivey, Jr.) Encyclopedia of Educational Research, American Educational Research Association; New York: Macmillan, 1969.

III. Journal Articles

"The Hazardous Communication: Criticism" Education, Vol. 8, No. 2, pp. 97-99, October, 1959.

"Teaching in a Museum" (with James A. Fowler) Michigan State University College of Education Quarterly, Vol. V, No. 3, pp/ 26-29, Summer, 1959.

"Research in Teacher Role Emergence" (MSU) College of Education Quarterly, Vol. VI, No. 4, pp. 15-22, (Fall) 1960.

"Media Development: A Part of Instructional Change" Audiovisual Instruction, Vol. 10, No. 5, pp. 393-4, May, 1965.

"Questions Teachers Should Ask in Choosing Instructional Materials" Teaching Exceptional Children, Vol. 1. No. 1. Fall, 1968.

"Development of New Instructional Materials in the IMC Network" Exceptional Children, Vol. 35, No. 3, pp. 299-301, December, 1968.

"Curricular Accountability Through Testing" in Using Tests in Curriculum Evaluation; Ann Arbor: The Bureau of School Services, University of Michigan, 1970.

"Autobraille" Research Bulletin #19, American Foundation for the Blind, pp. 231-233, June, 1969.

IV. Documents (disseminated through professional and institutional channels)

Published by the Research and Development Program in Vocational-Technical Education (East Lansing, Michigan) "Teacher Behavior and Teacher Education", Document #17, 1967.

Published by the USOE/MSU Instructional Materials Center for Handicapped Children and Youth (East Lansing, Michigan).

"Evaluation of Instructional Materials" Position Paper #1, 1967.

"Articulation of Information Systems" Dissemination Document #13, 1968.

"Speed Listening: An Introduction to Speech Compression" Dissemination Document #15, 1969.

"VINSAC: Variable-Interval Sequenced-Action Camera" Dissemination Document #1, 1966.

"SOS: Selective Observation Simulator" Dissemination Document #2, 1966.

"The Talking Dictionary" Prospectus Series #2, 1967.

Published by Learning Systems Institute, Michigan State University, East Lansing, Michigan.

"The Clinical Concept in Education" #2, 1963.

"The Challenge to Change" #4, 1964.

"The Clinic School Study" (with Judith Henderson) #7, 1964.

"The Professional Decision Simulator" #13, 1965.

"The Clinical Cycle--Paradigm of a Concept" Paper #9, 1964.

"Establishing an Effective System for Communication about School Development" #18, 1965.

"The Outlook for Teacher Education" #22, 1966.

"Guidelines for Building Teacher Behavioral Research Instruments" (with Judith Henderson), #25, 1966.

"Clinical Research: A Two-Way Street Between Research and Practice" #52, 1967.

"SIMULAR--Simulation and Recording Device for Research in Programmed Instruction" (with Joseph Levine) #57, 1967.

"The Split-Rail Fence: An Analogy for the Education of Professionals," #64, 1969.

"Social-Cultural Preparation of Americans for Overseas Service" #67, 1970.

"On the Foundations of Teacher Education" (with Frank Cookingham) #71, 1970.

"Instructional Simulation--Nomenclature, Viewpoint and Bias" (with Joe Levine) #73, 1971.

Published by Human Learning Research Institute, Michigan State University, East Lansing, Michigan.

"Cultural Adaptation of Programmed Instruction" (with Patricia Howieson and Elaine Haglund) #23, 1970.

Also numerous published instructional materials and kits of materials for in-service education of professional practitioners in various fields.

OPERATIONS COORDINATOR

VITA

NAME: L. Michael Smith

ACADEMIC RANK & TITLE: Instructor, Elementary and Special Education; and Operations Coordinator, Great Lakes Region Special Education Instructional Materials Center

EDUCATION

Post graduate: Business Administration and Management
Michigan State University

Master of Arts, 1969: Education Administration
Michigan State University

Bachelor of Science, 1967: Natural Science
Michigan State University

EXPERIENCE

Aug. 1973 to present

Operations Coordinator and Instructor, Regional Special Education Instructional Materials Center at Michigan State University. Responsible for the total management of a federal project under the U.S. Office of Education. Signatory accountability for all aspects of the project, including budget preparation, expenditures, cost accounting, quarterly and annual reporting; supervision and maintenance of a support and clerical staff of 20 people. Represent the project in all business, finance, government regulations, approvals and communications matters with the University, other centers and federal agencies.

Dec. 1971 to Aug. 1973

Manager, Unemployment Compensation and Assistant to the Comptroller, Michigan State University. Responsible for the design and implementation of a new office to administer unemployment compensation claims processing, adjudication, accounting and payment. Also served as a general problem solver in the comptroller's office, involved with data processing, payroll, accounting, analysis, personnel and benefit programs.

Aug. 1970 to Dec. 1971

Coordinator, College Work Study Program, Michigan State University. Administration of a million-dollar federal financial aid program for college students. Developed new administrative and data processing procedures for the program; coordinated employment for 2500 students annually.

June 1968 to Aug. 1970

Assistant Director, Financial Aid, Michigan State University. Responsible for management and dispersal of federal, state and University forms of financial assistance for college students; financial counseling.

ANCILLARY EXPERIENCE

April 1972 to present

Treasurer and fiscal officer of a political campaign for U.S. House of Representatives.

Oct. 1969 to Oct. 1972	Treasurer (1 year) and president (2 years) of a non-profit corporate flying club. Managed the purchase, resale, maintenance and use of a $50,000 aircraft inventory for 90 members.
Sept. 1973 to present	Management problem solving consultantships.

FIELD SERVICES COORDINATOR

VITA

NAME:	Sue Ann Yovanvich
ACADEMIC RANK & TITLE	Instructor, Elementary and Special Education and Field Services Coordinator, Great Lakes Region Special Education Instructional Materials Center.
EDUCATION	B.A., 1962, Marian College, Indianapolis, Indiana, English M.S., 1965, Indiana University, Bloomington, Indiana, Special Education - Mental Retardation Ph.D. Candidate, Michigan State University, Special Education
EXPERIENCE	
Sept. 1969 to present	*Field Services Coordinator*, USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth. (Now the Great Lakes Region SEIMC)
Sept. 1966 to June 1969	*Teacher-Coordinator*, Special Education Work-Study Program, Ben Davis High School, Indianapolis, Indiana.
Sept. 1962 to June 1966	*Teacher*, Grade 2 (1962-63) and Grade 1 (1963-66), James Robey Elementary School, Clermont, Indiana.
CERTIFICATION	State of Indiana Life Elementary Teaching Certificate with Special Education - Mental Retardation Endorsement - qualifies to teach *all* levels of special education - Educable Mentally Retarded and to coordinate EMR Secondary Work-Study Programs.

PARTICIPATION IN INSTITUTES AND SPECIAL PROJECTS:

Currently working with the Special Education Divisions of Indiana, Ohio and Michigan in planning in-service training sessions for teacher-trainers.

1973-74 - Instructor, Media Workshops for teachers of the Deaf, in conjunction with the Midwest Regional Media Center for the Deaf.

March, 1973 - Coordinator and Instructor, "Tri-State Leadership Workshop," USOE/MSU RIMC/HCY, East Lansing, Michigan.

September, 1972 to present - Active member, Developmental Learning Committee, Michigan Department of Education.

1972 to present - Coordinator and Instructor, In-Service Training Workshops, USOE/MSU RIMC/HCY, Indiana, Ohio, Michigan.

October, 1972 - Instructor, "Special Education Media Workshop," Midwest Regional Media Center for the Deaf, Cheboygan, Otsego, Presque Isle Intermediate School District, Michigan Department of Education, Indian River, Michigan.

June, 1972 - Chairman, "Instructional Materials - Secondary Education," Association for Education of the Visually Handicapped, Miami Beach, Florida.

April, May, July, 1972 - Instructor, "Use of Instructional Media in the Education of the Handicapped," Midwest Regional Media Center for the Deaf, Michigan Department of Education, USOE/MSU RIMC/HCY, Kalamazoo, Michigan.

February, 1972 - Coordinator and Instructor, "Special Education Leadership Conference," USOE/MSU RIMC/HCY, East Lansing, Michigan.

June, 1971 - Instructor, Special Study Institute, "Resources for Effective Teaching" Michigan Department of Education, East Lansing, Michigan.

March, 1971 - Director, Special Study Institute, "Methods and Materials for Improving Low Vision Skills," East Lansing, Michigan.

October, 1970 - Presenter, Greater Cleveland Council for Exceptional Children, Cleveland, Ohio.

June, 1970 - Instructor - Special Study Institute, "Curriculum Resource Consultant," Michigan Department of Education, East Lansing, Michigan.

May, 1970 - Participant, Project Life Conference, "The Role of Media in the Language Instruction of the Hearing Impaired," Washington, D.C.

March, 1970 - Participant - "Utilization of Low Vision" Institute, Austin, Texas.

February, 1970 - Participant - "Writing Instructional Objectives," Ohio Department of Education, Cincinnati, Ohio.

October, 1969 - Presenter - Conference for Beginning Special Education Teachers, Indianapolis, Indiana.

September, 1969-70 - Active member (1971 ex-officio member) - Curriculum Handbook Committee, Michigan Department of Education, Lansing, Michigan.

1968-69 - Ben Davis High School Guidance Committee, Indianapolis, Indiana.

1967-69 - Curriculum Committee, Indiana State Department of Public Instruction, Indianapolis, Indiana.

1966-67 - Title III ESEA Project - "A Cooperative State-Wide Approach to the High School Work-Oriented Program Involving the Disciplines of Special Education, Vocational Education and Vocational Rehabilitation.

August, 1967 - Participant - Special Study Institute, "Preparation of Audio-Visual Materials for Special Education Teachers," Indianapolis, Indiana.

August, 1968 - Participant - Special Study Institute, "Special Education-Vocational Education Workshop," Ohio State University, Columbus, Ohio.

PUBLICATIONS

1973 - Editor, FIELD SERVICES BULLETIN, IMC/RMC Network

1972 - FUNDING SOURCES MANUAL - IMC/RMC Network

1972 - FINAL REPORT: LEADERSHIP WORKSHOP, USOE/MSU RIMC/HCY, with S. J. Levine.

OTHER

With Ward, T., Levine, S.J., Carlson, N., Development of various in-service teacher-trainer kits, USOE/MSU RIMC/HCY.

1973-74 - Vice President, Association for Special Education Technology.

1973-74 - National Task Force - Regional/State Delivery Services - IMC/RMC Network.

1972 - Appeared in OUTSTANDING YOUNG WOMEN OF AMERICA.

June, 1973 - Participant, three-week workshop on "Use of Instructional Media," Midwest Regional Media Center for the Deaf, Lincoln, Nebraska.

PROFESSIONAL ORGANIZATIONS

International Council for Exceptional Children

Michigan Council for Exceptional Children

Association for Educational Communications and Technology

Association for Special Education Technology

Altrusa Club of Greater Lansing, Michigan, Inc., USA

COORDINATOR, MEDIA AND MATERIALS DEVELOPMENT UNIT

VITA

NAME:	S. Joseph Levine
ACADEMIC RANK & TITLE:	Instructor, Elementary and Special Education, MSU Coordinator: Technology of Dissemination, USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth
DEGREE STATUS:	B.M., Michigan State University, 1962 M.A., Michigan State Universtiy, 1967, Guidance and Counseling Ph.D., Pending, Michigan State Universtiy, Curriculum Research
CERTIFICATION:	Michigan Provisional Elementary Teachers Certificate Michigan Provisional Teachers Certificate, Music History and Music Theory
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:	Phi Delta Kappa Phi Mu Alpha American Educational Research Association Council for Exceptional Children
PROFESSIONAL EXPERIENCE	
1962	Instrumental Music Teacher, Pontiac Public Schools
1963-1966	Sergeant, U. S. Army Band, Washington, D.C.
1964-1966	Psychometrist, District of Columbia Children's Center (Delinquent and Retarded Children)
1966-1967	Graduate Assistant, Michigan State University
1968-1970	Research Associate, Department of Elementary and Special Education/Learning Systems Institute, Michigan State University
1970-present	Instructor, Department of Elementary and Special Education, Learning Systems Institute, Michigan State University
1970-present	Coordinator: Technology of Dissemination, USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth, Michigan State University

SERVICE:

Field Reader, USOE/BEH Research Division
Editorial Board, *Teaching Exceptional Children*
Advisor: Adult Basic Education, Volunteer Program

PUBLICATIONS:

A Recorded Aid for Braille Music, The Prospectus Series, Paper #3, USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth, February, 1967.

The Suitcase Tutor, The Prospectus Series, Paper #4, USOE/MSU RIMC-HCY, September, 1967.

DUB: A Format for Writing Descriptive Literature, Dissemination Document #9 (with K. Keith), USOE/MSU RIMC-HCY, November, 1967.

Simular-Simulation and Recording Device for Research in Programmed Instruction, (with T. Ward), Papers of the Institute #5, Learning Systems Institute, December, 1967.

Educational Uses of Cartridge Tapes, Dissemination Document #11, USOE/MSU RIMC-HCY, March, 1968.

Programmed Music for the Blind, Presentation at Special Session (Media for the Handicapped), Department of Audio-Visual Instruction (DAVI) National Convention, Houston, Texas, March 26, 1968.

Materials Development for the Educable Mentally Retarded, Presentation at USOE Institute for Institutional Librarians, Wayne State University, Detroit, Michigan, April 18, 1968.

Recorded Aid for Braille Music, *Journal of Music Therapy*, March, 1968.

Multi-sensory Materials for Visually Handicapped Musicians, *Music Journal*, November, 1968.

Development of New Materials for the Blind, Presentation at American Association of Instructors of the Blind (AAIB) National Convention, Toronto, Canada, June, 1968.

Empirical Study of Instructional Materials Evaluation, Presentation at 47th Annual International Convention of the Council for Exceptional Children, Denver, Colorado, April, 1969.

The Recorded Aid for Beinnning Piano, (with K. Medema), The Prospectus Series, Paper #6, USOE/MSU RIMC-HCY, May, 1969.

Non-Verbal Teaching Through Super-8 Silent Films, (With T. Ward) Presentation at Department of Audio-Visual Instruction (DAVI) National Convention, Detroit, Michigan, April 1970.

Games as Instructional Tools, Presentation at 48th Annual International Convention of the Council for Exceptional Children, Chicago, Illinois, April 1970.

In-Service Training Kits:

Games Teach, Michigan Department of Education, July 1970.

Experiments Teach, (with T. Ward), Michigan Department of Education, July 1970.

Interaction Teaches, (with T. Ward), Michigan Department of Education, July 1970.

Designing an Instructional Game, Michigan Department of Education, July 1971.

Designing Criterion Measures, Michigan Department of Education, July 1971.

Focus on Feedback, Michigan Department of Education, July 1971.

Yours..For a Better Workshop, (with T. Ward), Michigan Department of Education, October 1971.

The Why of Objectives, USOE/MSU RIMC-HCY, November 1971.

Knowing What You Are Teaching, (with T. Ward), USOE/MSU RIMC-HCY, November 1971.

From Simple to Complex, (with N. Carlson), USOE/MSU RIMC-HCY, December, 1971.

Now That You're Moving...., USOE/MSU RIMC-HCY, December 1971.

Problems and Hints, (with T. Ward), USOE/MSU RIMC-HCY.

Writing and Using Instructional Objectives, (with others), Workshop Presentation at the 49th International Convention of the Council for Exceptional Children, Miami, Florida, March, 1971.

MATERIALS SPECIALIST (A)

VITA

NAME	Nancy A. Carlson
ACADEMIC RANK & TITLE	Instructor, Elementary and Special Education and Materials Specialist, Great Lakes Region Special Education Instructional Materials Center
EDUCATION	Ph.D., Michigan State University, 1974, Special Education Title: The Effects of Teaching for Creativity on a Learning Disabled Child: An Exploratory Study. M.A., Michigan State University, 1970, Special Education - Learning Disabilities, Emotionally Disturbed, Physically Handicapped B.S., University of Wisconsin, 1961, Physical Medicine
CERTIFICATION	Michigan Interim temporary approval to teach Learning Disabled Michigan Provisional Certificate to teach Emotionally Disturbed Michigan Provisional Certificate to teach Orthopedically Handicapped Michigan Provisional Elementary Teachers Certificate (K-8) Michigan Provisional Certificate to teach Science and Language Arts grade 9 American Physical Therapy Association Physical Therapy Licensure: Michigan and Wisconsin (continuing)
EMPLOYMENT HISTORY	
1970-present	Instructor, Elementary and Special Education, Michigan State University and Materials Specialist, Senior Training Specialist, Great Lakes Region Special Education Instructional Materials Center.
1970-present	Instructor, Continuing Education, Michigan State University.
1967-1970	Teacher, Summer Programs, Lansing Schools (trainable retarded, learning disabilities, emotionally disturbed, pre-school)
1967-1970	Physical Therapist, Walnut Street Orthopedic School, Lansing, Michigan.
1966-1967	Physical Therapist, Ingham Medical Hospital, Lansing, Michigan
1964-1966	Physical Therapist, S.W. Louisiana Rehabilitation Center, Lafayette, Louisiana.

WORK EXPERIENCE

Instructional Materials

Four years experience in designing, implementing, and evaluating instructional materials as a member of a design/development team working throughout a 3-state area. The federally-funded project focused on 1) the training of teachers and teacher-trainers in specific instructional techniques and 2) the design, modification and field-test evaluation of auditory learning materials for exceptional children. This broad scope project provided many opportunities for field-based experiences necessary to the development and refinement of instructional competencies. (see Special skills)

Elementary and Special Education

Over the past eight years have worked with the following types of children: orthopedically handicapped, learning disabled, emotionally disturbed, trainable and educable mentally retarded, deaf and hard of hearing, blind and partially sighted, speech handicapped, preschool through 6th grade (regular).

College Teaching

Graduate courses (seminars and workshops):

Perceptual-Motor Programs: Grandville; Shelby; Benton Harbor; and Berrien Springs, Michigan (off-campus, Continuing Education). (Total: 4)

Instructional Strategies: On-Campus (off-campus, Continuing Education), Grandville. (Total: 2)

Learning Strategies: Coordinator for off-campus course in Charlotte, Michigan, through Continuing Education.

Undergraduate courses:

Educational Provisions for Learning Disabilities: Benton Harbor (off-campus, Continuing Education)

Interpersonal Skills in Teaching: Group leader for 10 week on-campus course

Physical Therapy

Eight years experience in the following situations: Veterans Hospital, Rehabilitation Center, General Hospital, Osteopathic Hospital, Orthopedic School summer camp programs. Included extensive "team approach" work, including membership on Social Security Disabilities Evaluation Team for the State of Louisiana, 1965-66.

Consultantships

Consultant: Midwest Regional Resource Center, Coralville, Iowa, on in-service training techniques, October, 1973.

Consultant: New York Special Education Instructional Materials Center Utica, New York, on in-service training techniques, November, 1973.

Consultant: To Janet Wessel, Professor of Health, Physical Education, and Recreation, MSU, to plan Council on Exceptional Children convention program describing programmatic project for trainable mentally retarded, 1973.

Consultant: Ingham County Vocational Skills Center and related Mental Health Project training paraprofessionals to work with handicapped, 1973.

Consultant: Lansing School District Learning Disabilities Planning Committee, 1970-1972.

Consultant: Allen Street School Kindergarten, and 1st, special education and follow-through teachers through MSU's Training Teacher Trainers program. January-June, 1972.

Consultant: Michigan Department of Education; Division of Special Education "Learning to Learn" Institute for teachers of blind and orthopedically handicapped, June, 1970.

Consultant: United Cerebral Palsy Association, State of Louisiana, for evaluation of physical therapy programs, 1965-1966.

Staff Member: Regional Low Vision Institute for teacher-trainers in area of visually handicapped, March, 1971.

Staff Member: Michigan Department of Education; Division of Special Education, Institute for Curriculum Resource Consultants, June, 1971.

Staff Member: Special Education Leadership Conference; In-service Training Techniques, for teacher-trainers in Michigan, Ohio and Indiana, February, 1972.

Staff Member: Tri-State Leadership Workshop for teacher-trainers in Michigan, Ohio and Indiana, March, 1973.

Summer Faculty: Early Childhood Education Conference, Georgetown University, August, 1972.

Advisor: MSU Volunteer Bureau for MSU students working with emotionally disturbed children.

Presentations/Workshops

Two presentations on Using Instructional Materials and Creativity at Michigan Association for Children with Learning Disabilities regional conference in Benton Harbor, December, 1972; November, 1973.

Presentation on Conducting In-Service Training at National Council for Exceptional Children (CEC), Washington, D.C., April, 1972.

Three presentations on Leadership Discussion Behaviors at National CEC, Dallas, Texas, April, 1973.

Presentation on Auditory Learning at Michigan CEC, Grand Rapids, Michigan, March, 1974.

Presentation on Auditory Learning at National CEC, New York, New York, April, 1974.

Approximately 50 workshops conducted in seven states for elementary and special education teachers, supervisors and administrators in the area of learning disabilities, perceptual-motor learning, learning strategies, and in-service training techniques.

Workshop/discussions with parent groups.

Guest lecturer for undergraduate and graduate students at three major universities.

Hostess/chairman: International Association for Children with Learning Disabilities, Detroit, Michigan, March, 1973.

SPECIALIZED TRAINING

Symposium on The Child With A Central Nervous System Deficit, Stanford University, Palo Alto, September, 1965.

Short Course: Methodology for Teaching Large Classes in Small Group Communication, Speech Communication Association Conference, December, 1971.

Workshop: Individualizing Instruction, Grand Rapids, April, 1972.

SPECIAL SKILLS

Specific practical competencies useful in diverse instructional settings. Training and experience in the following can be assumed:

Planning/Designing/Assessing

Formal and informal assessment devices for pre-school and elementary school age children (including ITPA)

Medical diagnostic and remediation techniques

In-service teacher training kits

Writing behavioral and instructional objectives

Proposal writing

Designing instructional games and simulations

Task analysis and flow charting

Instructing/Facilitating

Media and mediated instruction; VTR, single lens reflex camera, tape recording, overhead transparencies, duplicative equipment, varispeed, compressed speech

Small group communication and awareness training

Using instructional games and simulation

Using measures of creativity and implementing techniques to develop creative thinking

Non-verbal communication techniques

Behavior management techniques

"Black language"

Working knowledge of ITA (Initial Teaching Alphabet)

Neuromuscular relaxation techniques

Bobath techniques of facilitation of speech and movement

Evaluating/Field-testing

In-service teacher training kits

Instructional materials

Behavioral and instructional objectives

Formative evaluation procedures - especially field-testing procedures with children and evaluators

Observation/analysis techniques

PUBLICATIONS All of the following published by Regional Instructional Materials Center, Michigan State University. Available from CEC Information Center (CEC ERIC Clearinghouse), 1411 S. Jefferson Davis Highway, Arlington, VA.

"Administration of Visual Efficiency Scale" video-tape (producer/director), and tapescript (with N. McKellar), 1971.

"Methods and Materials for Improving Low Vision Skills" video-tape (producer/director), video-tape outline (with N. McKellar), and tapescript (with N. McKellar), 1971.

"Barsch Room," 1969.

"Selected Special Education Films and Directory of Film Catalogs," (Editor, with P. Naas), 1972.

In-Service Training Kits:

Building A Perceptual-Motor Experience (in-service training kit developed for the Michigan Department of Education), June, 1971.

Toward an Understanding of Perceptual-Motor Programs, included are: "An Introduction," "Why Bother To Move," "The Warehouse Game," "The Numbers Game/The Alphabet Game" (with S.J. Levine), "From Simple to Complex" (with S.J. Levine), 1971.

Workshop Planning Kit, 1972.

Eliciting Discussion Behaviors At In-Service Workshops, (with S.J. Levine and Ted Ward), 1973.

Communicating Accountability, (with S.J. Levine), 1973.

Workshop Training Kits: Volume I and II, (with S.J. Levine and Ted Ward), 1973.

HONORS

Phi Kappa Phi

Listed in *Outstanding Teachers in Exceptional Education*

United Cerebral Palsy Association "Therapist of the Year"

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children: Teacher Education Division and Division on Learning Disabilities

Michigan Council for Exceptional Children

Association for Special Education Technology

American Educational Research Association--Special Education Research--Special Interest Group

Michigan Association of Teachers of Emotionally Disturbed Children

Michigan Association for Children with Learning Disabilities

American Association of University Women

MATERIALS SPECIALIST (B)

VITA

NAME: Marsha C. Smith

ACADEMIC RANK & TITLE Instructor, Elementary and Special Education and Materials Specialist, Great Lakes Region Special Education Instructional Materials Center.

EDUCATION M.Ed. Learning Disabilities, Special Education, Temple University Philadelphia, Pennsylvania, 1971.

Graduate work in the area of "Teaching the Disadvantaged", 1967 Western Michigan University, Kalamazoo, Michigan - Included teaching Mexican migrant children during the summer.

B.S., 1967. Western Michigan University, Kalamazoo, Michigan, Speech and Hearing Pathology.

Attended Albion College, Albion, Michigan, 1963-65.

EXPERIENCE

1973 to present Materials Specialist, Great Lakes Region Special Education Instructional Materials Center and Instructor, Elementary and Special Education, Michigan State University. Responsibilities: pooling and surveying auditory learning materials, development of procedures for classifying materials and disseminating information, participaring in field testing and developing of new auditory learning materials.

1969 to 1973 Learning Disabilities Consultant, Special Services Unit, Madison State Hospital, Madison, Indiana. Responsibilities: In this school cooperative serving a four county, to evaluate and program for any children suspected of having a specific learning disability, organizing workshops and in-service training for teachers in area regarding special problems and order all materials for Instructional Materials Center.

1967 to 1969 Teacher of Children with Learning Disabilities, Delaware County Schools, Swarthmore, Pennsylvania. Responsibilities: full time teaching in a county program under the supervision of consultants Donald D. Hammill, Ph.D., Temple University, and Gerald Getman, Pathway School. Also, was teacher in a resource room as an experimental program in the Swarthmore Schools.

PUBLICATIONS "Reversing Reversals", Education and Training of the Mentally Retarded, April, 1972.

Teaching Children with Learning Problems, A Collection of Techniques, privately printed, 1971.

PROFESSIONAL AFFILIATIONS	Council for Exceptional Children
	Association for Children with Learning Disabilities
PROFESSIONAL ACTIVITIES	Teacher-trainer for one week workshop for Headstart personnel. June, 1973, Southern Indiana.
	Presenter: Michigan Federation of Council for Exceptional Children, "Auditory Learning as Advantaged Instruction", Grand Rapids, Michigan, March, 1974.
OTHER AFFILIATIONS	Pi Beta Phi Social Sorority
	Sigma Alpha Eta - Speech and Hearing Honorary
	P.E.O. Fraternity
	Church Choir
	Psi Iota Xi - Philanthropic Organization

LIBRARY SERVICES CONSULTANT

VITA

NAME:	Randy Edwin Gross
ACADEMIC RANK & TITLE	Instructor, Elementary and Special Education and Library Services sultant, Great Lakes Region Special Education Instructional rials Center.
EDUCATION	Ph.D. Candidate, 1974. Michigan State University, Secondary Education and Curriculum, Instructional Development and Technology. Information Systems Cognate.
	A.M.L.S., 1971. University of Michigan.
	A.B., 1969. Central Michigan University, Secondary Teaching Certificate. Social Studies Major, Library Science Minor.
	A.A., 1966. Delta College.

EXPERIENCE

Aug. 1973 to present	Instructor, Elementary and Special Education and Library Services Consultant, Great Lakes Region Special Education Instructional Materials Center. Administration of all aspects (selection, classification, dissemination) of the special education materials collection for a regional center which serves special educators in the states of Indiana, Michigan and Ohio. Responsibilities include conducting in-service workshops for the states' consultants and IMC personnel. Consultant responsibilities include assistance in developing instructional materials centers throughout the region. Consultative services are rendered in the areas of IMC administration, organization, materials selection, cataloging, classification, dissemination, and public relations.
Sept. 1973 to Aug. 1973	Doctoral Fellow, Resource Utilization Project, EPDA, Part E. Michigan State University. Spent the year aiding selected faculty members at North Carolina Central University in instructional development. Emphasis on utilization of existing resources. Particular attenti given to diffusion strategies for innovations.
Jan. 1969 to June 1972	School Librarian, Lowell Community Junior High School, Flint, Michigan. Sole responsibility for all instructional resources within the school, including review, selection and cataloging of print and non-print media. Transformed the traditional library into a media center. Supervised physical expansion of the school's media center.

June 1969 to Aug. 1972	Part-time Librarian, Flint Public Library, Flint, Michigan. Worked evenings and weekends during the academic year and full-time during summers. Worked as readers' advisor in the General Reading Department and as reference librarian in the Business and Industry Department.
Sept. 1964 to Jan. 1969	During undergraduate college: 1) Library reference and cataloging 2) Retail sales 3) Factory production worker
MEMBERSHIP IN PROFESSIONAL ORGANIZAITONS	American Library Association Association for Educational Communications and Technology Association for Special Education Technology Flint Area Library Association (President - 1972) Michigan Association of School Librarians Michigan Association of Media Educators

MEDIA SPECIALIST

VITA

NAME:	David C. Broski
ACADEMIC RANK & TITLE	Instructor, Elementary and Special Education; and Media Specialist, Great Lakes Region Special Education Instructional Materials Center.
EDUCATION	Ph.D., Michigan State University, 1974, Secondary Education and Curriculum; Instructional Development and Technology; Communications. Dissertation: Comprehension of a Narrative Passage by Learning Disabled Children as a Function of: Modality Preference, Rate of Presentation, and Academic Grade Level. M.A., Michigan State University, 1971, Educational Administration. B.A., Michigan State University, 1969, Business Administration and Education.
EMPLOYMENT HISTORY	
1973 to present	Instructor, Elementary and Special Education and Media Specialist, Great Lakes Region Special Education Instructional Materials Center. Duties included: Design, development, and evaluation of auditory instructional materials for exceptional children. Coordination of all production activities; conduct of workshops and training seminars for in-service Special Education professionals.
1972 to 1973	Graduate Fellow, Resource Utilization Project, Michigan State University. Duties included: Information retrieval and instructional design activities at MSU and on the campuses of three, out-state participating colleges. Conduct of workshops and seminars in the design of instructional systems.
1969 to 1972	Teacher, Grand Rapids Public Schools. Duties included: Teaching of business subjects on the elementary, secondary and adult levels.
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS	Association for Educational Communications and Technology. AECT - Division of Instructional Development Association for Special Education Technology Council for Exceptional Children National Education Association; state and local affiliates

PUBLICATIONS AND PRESENTATIONS	Contributor to: Bell, Norman T., and George F. Sargent. A Programmed Guide for Proposal Writing, Emphasis: Experimental and Quasi-experiemntal Research. East Lansing, Michigan: Michigan State University, 1974.
	Presenter: 1974 Michigan Council for Exceptional Children Convention. "Auditory Learning as Advantaged Instruction."

GRADUATE ASSISTANT

VITA

NAME:	Phyllis O'Connor Steinberg
ACADEMIC RANK & TITLE	Graduate Assistant, Great Lakes Region Special Education Instructional Materials Center.
EDUCATION	M.A., Michigan State University, Special Education - Visually Handicapped, Infant and Preschool Program for Visually Impaired, Learning Disabilities. Graduate work, Kent State University, Kent, Ohio, Education, 1969 B.A., Michigan State University, Elementary and Special Education, Certification: Visually Handicapped, Minors: Social Science, English-Communication Arts
EMPLOYMENT	
1973 to 1974	Graduate Assistant, Great Lakes Region Special Education Instructional Materials Center, Michigan State University. Assisted in field test operation, modification, and development of auditory learning materials.
1972 to 1973	Various temporary and part-time teaching positions in Israel, teaching English as a second language, teaching science to South Africans, tutoring American children in various curricular areas.
1968 to 1971	Teacher, Educable Mentally Retarded, Kent Public Schools, Kent, Ohio. Self-contained primary level 2 classroom of 16 children with variety of disabilities.
1967 to 1968	Teacher, Trainable Mentally Retarded, Stillwater Public Schools, Stillwater, Oklahoma. Self-contained primary classroom of 9 children.
1965 to 1967	Teacher, Visually Handicapped, Madison Public Schools, Madison, Wisconsin. Self-contained elementary (grades 1-6) classroom of 12 children with varying degrees of visual impairment and additional disabilities.
1961 to 1965	Various temporary and part-time positions while attending undergraduate school, including counselor in camp for emotionally disturbed children, summer 1964.
HONORS	Graduated "With High Honors" Honors College, 1963-65 Membership in Phi Kappa Phi
ORGANIZATIONS	Council for Exceptional Children Association for Children with Learning Disabilities

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Job Descriptions of the Positions in the GLR SEIMC

PROJECT DIRECTOR

Job Description

The Project Director assumes ultimate responsibility for all aspects of the SEIMC operation and delegates specific tasks and objectives to the professional and clerical staff. The Director leads the development of systems and programs to meet the objectives established by the Bureau of Education for the Handicapped and insures that competent and committed professional staff are retained to meet these objectives.

The Director reviews all products, proposals, reports, and summaries prior to publication and/or distribution.

The Director serves as the principal liaison between the SEIMC and the College of Education, the U. S. Office of Education, the SEIMC/RMC/RRC Network and other appropriate agencies. The Director also represents the SEIMC and the Network to the State Departments of Special Education and agencies serving handicapped children within the region.

OPERATIONS COORDINATOR

Job Description

The Operations Coordinator reports to the Project Director and is responsible for day-to-day fiscal management of the project and supervision of secretarial and clerical personnel. Specifically, this includes: 1) responsibility for monitoring expenditures under the current budget, for planning with the professional staff of the project, for utilization of unexpended funds during the balance of the year, and the development of budgets for subsequent years; 2) the development of draft materials for the quarterly reports and the annual report to the U. S. Office of Education; 3) assisting the professional staff of the project in developing their materials for these same quarterly and annual reports; 4) signatory responsibility for disbursements on routine expenditures subject to the stipulations of the budget, the contract, and University business regulations; 5) liaison with the University administration, especially the Research and Contracts Office, and with the administrative staff of the College of Education; 6) the maintenance of an in-house bookkeeping system monitoring day-to-day disbursements and preparing monthly financial summaries for the Project Director; 7) the maintenance of the job description file for the entire project and for procedures manual which supplements the Manual of Business Procedures of the University and any procedures that might be developed by the College of Education.

The Operations Coordinator also has responsibility for communications to and from the Bureau of Education for the Handicapped of the U. S. Office of Education and to and from the IMC/RMC Network office on all matters relating to business, finance, and government regulations. This includes the filing of appropriate papers for clearance on permissions for testing instruments used in the project and for conformance with the copyright publishing agreement procedures of the U. S. Office of Education.

The Operations Coordinator is also responsible for keeping current with the progress for the professional staff components and providing a communication link between them and the Director to supplement their normal working relationships. The Operations Coordinator also assumes special assignments at the request and direction of the Project Director.

DEPARTMENTAL SECRETARY/RECEPTIONIST

Job Description

The SEIMC Secretary reports to the Director and Operations Coordinator, and is responsible for clerical functions and assignments within the administration of the project. Director's and Coordinator's correspondence and appointments, ordering all supplies and materials, project filing and record-keeping and other routine business procedures are handled by the Secretary. Further, all incoming telephone calls and correspondence are centralized with this person for proper routing.

FIELD SERVICES COORDINATOR

Job Description

The Field Services Coordinator for the Great Lakes Region SEIMC is the principal liaison with the state departments of special education in the assigned region of Indiana, Michigan and Ohio and communicates the needs of the state departments and their associates to the SEIMC professional staff while coordinating the delivery of materials and services to the states and their agents.

Effective and realistic planning is a primary obligation of the Field Services Coordinator in advising the state departments of the options available through the SEIMC and in securing the requests for specific services to be delivered during the fiscal year.

A vital aspect of the regional-state delivery plan is the operation of Associate Centers located strategically throughout each state. The Coordinator must assist state departments of education in the development, training and operation of these centers, making certain that the latest available information on the availability and use of instructional technology, materials and services are communicated. To this end the Field Services Coordinator is responsible for supervising the Field Services Technician in the preparation of regular publications including News Notes, the Teacher Idea Series and others as required.

At the request of the state departments, the Coordinator must plan and develop workshops relevant to the state needs utilizing whatever resources, internally and externally, that are required to accomplish the task established.

The Field Services Coordinator is the chief source of information on activities in the states, legislatively and organizationally, and participates in state department staff meetings, advisory board meetings, and specific committees, as requested by the state departments and as assigned by the Director of the SEIMC. The Field Services Coordinator also participates in state and national conferences and workshops that are relevant to the states' needs to insure the availability of the latest information, facts and materials.

The media and materials collection is an important part of the regional-state delivery plan and is under the supervision of the Field Services Coordinator. The acquisistion of materials, their dissemination, and the registration of users as authorized by the state departments, is delegated in large part to the Library Services Consultant who reports to the Field Services Coordinator.

LIBRARY SERVICES CONSULTANT

Job Description

The responsibilities and duties of the Library Services Consultant (LSC) lies in three principal areas: Collection Management, Field Consultation, and Workshop Presentation. In addition to those areas the LSC provides assistance to the Center and the Special Education IMC/RMC Network in such tasks as: information retrieval and dissemination and instructional materials center operations.

The LSC prepares and presents for teacher trainers, curriculum resource consultants, library and instructional materials center personnel inservice materials and training relating to the establishment, management, and evaluation of instructional materials center services within the Great Lakes region.

The LSC in support of Field Services Unit activities within the Great Lakes Region maintains and augments the Center's collection of instructional materials. Activities relate to the establishment and continuation of a registration system for users, the circulation of materials among approved users, the establishment of a model IMC shelving scheme and retrieval system for individually prescribed materials.

The LSC in support of Field Services Unit activities provides consultative services to teacher trainers, curriculum resource consultants, library and instructional materials center personnel on a person-to-person basis with regard to the selection, acquisition, prescription and use of instructional materials; the use of existing information retrieval activities; the establishment, management, and evaluation of instructional materials centers.

FIELD SERVICES TECHNICIAN

Job Description

The Field Services Technician provides the essential administrative and clerical support for the Field Services Unit, which has responsibility for providing materials and services to the three-state region of Indiana, Michigan and Ohio. Since the Field Services Coordinator is required to continually travel throughout the region, the Technician serves as the principal contact for persons in the region desiring assistance from, or counsel with, the Field Services Coordinator. The Technician is responsible for the calendar of the Field Services Unit, arranging appointments, and scheduling meetings as required; and for the preparation of all reports on the Field Services Unit, all forms, trip reports, and requisitions that are required for the operation of the Unit; drafts of documents; and preparation of all correspondence for the Unit. Moreover, the Field Services Technician supervises the necessary part-time student staff enlisted for special projects of the Unit.

The Field Services Technician serves as the editor of the bi-weekly publication, *News Notes*, distributed throughout the region and to the federal components of the Special Education Instructional Materials Center Network; and for the preparation and publication of the *Teacher Idea Series*. The Technician also assists in the design and development of publications and working documents for state services; and in the preparation of workshops in media and materials and educational technology. As a function of the federal requirements for reporting of activities, the Technician assists in the development of evaluation instruments, and compiles and reports the data collected.

The Technician is the principal contact and coordinator of arrangements for the Model Regional Service Coordinating Council involving state departments of special education of the region, and federal agencies providing service to the region; and assumes special assignments at the direction of the Field Services Coordinator and the Director of the Special Education Instructional Materials Center.

LIBRARY TECHNICIAN

Job Description

The Library Technician prepares cataloging data for all acquisitions, assigns IMC category, suggests descriptors for future retrieval and prepares analytic description of material. After the Library Services Consultant revises and verifies cataloging information prepared by the Library Technician, she then prepares PrIMMIRS cards, i.e. - typing all information on cards and punching appropriate identifiers, physically processing and labelling materials and placing material on appropriate shelves.

Also, the Library Technician assists the Library Services Consultant in managing special projects and services of the SEIMC as they are offered, attends various workshops presented by the Library Services Consultant, and assists him in registration of participants and facilitating their activities and projects.

Other duties include filing and organizing publishers' catalogs and announcements of new materials, preparing announcements of new acquisitions as necessary to keep associate centers aware of new acquisitions, and selecting materials from the collection for special rotating displays for Indiana and Michigan centers.

COLLECTION LIBRARIAN

Job Description

The Collection Librarian is responsible for the general maintenance of the SEIMC print and materials collection. Check-out, filing, circulation, shelving, cataloging and reference questions are referred to this position. Periodic reviews of the circulation system and user studies are also provided by the Collection Librarian.

ASSOCIATE DIRECTOR OF RESEARCH

Job Description

The Associate Director of Research is involved in the development of instructional materials for handicapped learners. Also, the position provides leadership in the area of teacher training procedures for education of the handicapped.

The Associate Director is also Coordinator of the Consortium on Auditory Learning Materials for the Handicapped, which is involved in the production of a catalog on auditory learning materials and teacher-level materials on the effective use of auditory learning experience.

COORDINATOR: MEDIA AND MATERIALS DEVELOPMENT UNIT

Job Description

The coordinator of the unit is primarily responsible for the establishment of timelines and the deployment of staff members for the completion of tasks according to timeline and proposal specifications. The primary aspects of the position include:

1) Periodic meetings on individual basis with staff members and graduate assistants.

2) Evaluation of staff member efforts in relation to specifications in current proposal.

3) Continual re-examination of progress and the establishment of intermediate goals and objectives for the continued work effort of staff members.

4) Development of reports and surveys relating to the effective use of instructional materials with handicapped children.

5) Participation in field-testing of instructional materials.

6) Documentation of all projects and studies undertaken by the Media and Materials Development Unit.

7) Member of the on-going design team for the modification of existing instructional materials and the creation of new instructional materials.

8) Responsibility for the coordination and completion of the final report on all activities of the Media and Materials Development Unit.

9) Liaison with other centers in the Network.

10) Dissemination of information to staff members regarding other developments in the Network relating to the design and use of instructional materials.

11) Interlock with the Consortium on Auditory Learning Materials for the Handicapped.

MATERIALS SPECIALIST (A)

Job Description

This materials specialist is primarily responsible for the coordination of all materials field-testing efforts. This includes the following specific aspects:

1) Recommendation of materials for review by staff members.

2) Selection of materials for field-testing (to coordinate with pool of learners available at field-test sites).

3) Selection and establishment of field-test sites.

4) Training of staff members and graduate assistants for participation in field-testing. This includes training in the use of selected instructional materials, procedures for conducting the field-testing, and procedures for eliciting learner responses.

5) Coordination of all field-testing. This includes the establishment of time schedules and the appointment of personnel to the various field-test sites.

6) Development of evaluative reports and studies on the effectiveness of instructional materials.

7) Member of the on-going design team for the modification of existing instructional materials and the creation of new instructional materials.

MATERIALS SPECIALIST (B)

Job Description

This materials specialist is primarily responsible for the establishment of a pool of information about existing instructional materials for a possible examination by staff members. Responsibilities include the following:

1) Development of procedures for classifying and/or categorizing instructional materials.
2) Supervision of staff members in the classifying of existing materials.
3) Organization of a file of information on instructional materials.
4) Use in selection for field-test sites.
5) Participation in field-testing of instructional materials.
6) Recommendation of materials for review by staff members.
7) Development of reports and surveys on existing instructional materials and their uses.
8) Selection of areas of focus for the development of new instructional materials.
9) Selection of instructional materials for possible modification to increase effectiveness.
10) Liaison with commercial producers and their representatives.
11) Member of the on-going design team for modification of existing instructional materials and creation of new instructional materials.

MEDIA SPECIALIST

Job Description

The media specialist is primarily responsible for the coordination and use of all media production equipment. This includes the following primary responsibilities:

1) Responsibility for continual upkeep and maintenance of media equipment.
2) Responsibility for security of media equipment (includes procedures for checking our equipment to staff members).
3) Ability to operate all media equipment.
4) Training of staff members in the use of media production equipment.
5) Organization and development of information about the effective uses of media for the instruction of handicapped children.
6) Selection of appropriate media equipment for the support of field-testing of instructional materials.
7) Field-testing of media equipment with teachers and learners.
8) Surveys of existing uses of media for the instruction of handicapped children.
9) Participation in field-testing of instructional materials.
10) Member of the on-going design team for modification of existing instructional materials and creation of new instructional materials.

MEDIA AND MATERIALS DEVELOPMENT TECHNICIAN

Job Description

The media and materials development technician is essential to the successful completion of strategies and objectives of the media and materials development unit in that the primary responsibility of the position is to successfully and satisfactorily execute the design proposals of the professional staff. This requires editorial ability, design in layout skill, knowledge of media capabilities, knowledge of the client populations. The technician is responsible for the development and preparation of evaluation instruments and compiles the results for publication and review when the evaluations are completed. The technician is also assigned responsibility by the coordinator of the media and materials development unit of charting the progress of each proposal strategy which is readily available to each professional staff member. The technician also assumes special assignments at the direction of the unit coordinator and is permanently assigned coordination of professional staff calendars and scheduling of staff activities. The technician establishes the production and modification schedules and assigns responsibility for execution. Student assistants and clerical personnel assigned to the media and materials development unit report to the media and materials development technician for work assignments. As a matter of routine, the technician maintains the professional equipment in the unit and secures necessary supplies and services in anticipation of needs and ensures that all actions of the unit comply with established university business procedures.

CLERICAL ASSISTANT

Job Description

This position provides typing support, including reports and correspondence for Media and Materials Development personnel; maintains library acquisitions for professional staff; assists with the preparation and dissemination of developmental materials; and performs other general office duties as needed by other units of the SEIMC.

PROGRAM ASSOCIATE

Job Description

The Program Associate provides technical academic experience to the Consortium on Auditory Materials, under the direction of the Media and Materials Development Coordinator. Responsibilities include the review of available research on auditory learning as a form of advantaged instruction for handicapped children and adults; and the adaptation, modification, and development of new instructional materials using the auditory channel for learning.

GRADUATE ASSISTANT

CONSORTIUM RESEARCH

(2 positions)

Job Description

The graduate assistants for Consortium research investigate those auditory learning materials which will be most effective using the auditory channel, and to classify said materials and disseminate their findings.

GRADUATE ASSISTANT

MATERIALS RESEARCH

(2 positions)

Job Description

The graduate assistants for materials research are involved in the evaluation of auditory channel learning materials, classification of them for use and the field testing of the materials for utilization and effectiveness.

APPENDIX B

Materials Relevant to the Field Services Chapter (Chapter 2) of the Final Report of the Great Lakes Region Special Education Instructional Materials Center

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PROPOSAL TO ESTABLISH FIELD CONSULTANT SERVICES AND A RESUMÉ OF A FIELD CONSULTANT'S CONFERENCE

DEMONSTRATION PROPOSAL

Project Title: The Establishment of Field Consultant Services in State Departments of Education to Increase the Understanding of Effective Use of Instructional Materials by Teachers of Handicapped Children and Youth in Ohio, Indiana, and Michigan

Submitted By: The USOE/MSU Regional Instructional Materials Center
for Handicapped Children and Youth
Michigan State University
East Lansing, Michigan

Initiated By: Lou Alonso, Director
Assistant Professor of Education
517/3537810

Duration: Beginning Date: September 1, 1967
Ending Date: August 31, 1969

ABSTRACT

A. TITLE OF PROJECT: The Establishment of Field Consultant Services in State Departments of Education to Increase the Understanding of Effective Use of Instructional Materials by Teachers of Handicapped Children and Youth in Ohio, Indiana, and Michigan.

B. SUBMITTED BY: The USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth, Michigan State University, East Lansing, Michigan.

C. PRINCIPAL INVESTIGATOR: Lou Alonso, Director; Assistant Professor of Education.

D. BEGINNING & ENDING DATES: September 1, 1967 - August 31, 1969.

E. OBJECTIVES: In order to achieve the USOE/Regional Center field service objectives of instructing teachers of handicapped children and youth in the effective uses of instructional materials and techniques, we propose to include funds in the 1967-69 Regional Center budgets to permit placement of field consultants in each state department of education of the tri-state region of Ohio, Indiana and Michigan to provide intensive service to teachers. These field consultants will work with personnel in local school districts to organize and operate in-service meetings on instructional materials and techniques; survey materials centers within and without the state; work with colleges and universities in the state to improve pre-service training programs; aid in the demonstration and use of instructional materials; serve as a clearing house for new materials and as contact persons for manufacturers of materials; attend in-state and out-of-state conferences and institutes concerned with instructional materials. They will meet periodically with USOE/MSU Regional Center staff for consultation and coordination of activities and submit reports needed by the state departments of education and the Regional Center.

F. PROCEDURES: Personal dialogues with each of the three state directors of special education in the region will result in agreements which will best fit into the existing plan of each state. Each state director of special education will write job descriptions for the new position of materials specialist (field consultant) and submit budget needs to the Regional Center to expedite sub-contract preparations by the Regional Center director. Each state director will interview candidates for the position and employ a qualified person to be housed in the state department of education. To determine whether more intense coverage of field consultants has had impact, two areas approximately equal in size and population will be compared. Questionnaires will be devised and sent to the population of teachers in the two areas before the project is initiated to assess the teachers' knowledge of materials, extent of teachers' use of materials, and teachers' attitudes toward materials. The data will be analyzed in order to determine the comparability of the two groups and to use as a baseline for determining any changes in groups with the later differing intensity of field consultants.
Following the second school year, the same questionnaire will be mailed again to teachers in the two areas. Data will be analyzed and compared with the original data from the first questionnaire. If the program in this project is effective, there will be changes such that (1) teachers in the area served by this project will exhibit greater knowledge of materials, (2) teachers in the project area will show an increase in use of materials, and (3) teachers in the project area will have more favorable attitudes toward materials. Records of expenses will be maintained to be made available to anyone wishing to make cost comparisons.

I. The Problem.

During the first year of funding, the USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth has employed a field consultant to travel in the three-state area served by the Regional Center. This person has been responsible for interpreting the services of the Regional Center to teachers and administrators in Ohio, Indiana, and Michigan; establishing liaisons between school districts and the Regional Center; planning and attending workshops concerning materials to be used by teachers of handicapped children and youth; and setting up in-service education programs to familiarize educators with new materials, aids, and instructional techniques. The goal of the U. S. Office of Education is eventually to move the field service aspect of Regional Centers into the more appropriate service framework of state departments of education.

In brief, the field consultant's mission has been to reach teachers of handicapped children and youth in public and residential schools, establish or strengthen local district and institution instructional materials centers, and to take the resources of the Regional Center to the teachers. It soon became apparent that one consultant would be unable to achieve these goals within a reasonable time economy in three highly populous states. It is the purpose of this proposal to request that funds be included in the 1967-69 Regional Center budgets to permit telescoping the time schedule for moving field service responsibilities to state departments of education.

II. Description and General Functions.

The proposed plan will encourage immediate dialogues with the state directors of special education in the tri-state region to effect agreements, essentially as follows:

a. State directors of special education and the Regional Center Director will cooperatively write job descriptions as a first step in creating new field consultant positions in instructional materials for handicapped children and youth within the state departments of education.

b. State directors will interview candidates for the position, select a candidate who meets the requirements of the job description, and provide office space for the consultant within the state department of special education.

c. The USOE/MSU Regional Center will budget for the partial or full salaries, travel, equipment, and materials "support" for one or two years, following which time each state department of education will assume responsibility for the continuation of the position.

The field consultants for Ohio and Indiana are to be selected by the state directors of special education in their respective states as soon as possible so that they may assume their duties at the opening of the school year, 1967-68. The Regional Center field consultant will likely continue to serve the state of Michigan on a shared-salary basis with the Michigan Department of Education. The duties of these persons may

be grouped into the following categories:

a. Work with School Districts. To visit the districts to ascertain the types and uses of instructional materials used in special education classes; to assist in developing project proposals for instructional materials utilizing various sources of Federal and state funds; to advise districts in selecting instructional materials; to arrange for field testing of materials by selected school districts.

b. Establishment of Resources. To organize and operate in-service meetings on instructional materials; to survey materials centers within and without the state; to ascertain available and possible resources; to work with various colleges and universities in the state to improve pre-service training programs; to aid in the demonstration and use of instructional materials; to serve as a clearing house for new materials and as a contact person for manufacturers of these materials; to attend in-state and out-of-state conferences and institutes concerned with instructional materials.

c. Liaison and Contact Duties. To meet periodically with the USOE/MSU Regional Center staff for consultation and coordination of activities; to coordinate various civic and parent groups in the preparation of selected instructional materials; to serve as a consultant to all areas of special education with the department of special education; to prepare monthly and annual progress reports and such other reports as are deemed necessary by the state departments of education and the Regional Center.

III. Objectives.

A materials field consultant in each state department of education of the region is necessary to instruct educators of handicapped children and youth in the use of effective materials and techniques to enhance the learning of these children. We are therefore proposing that such field consultants be immediately selected to work through state departments of education of this region -- to demonstrate that when qualified, full-time personnel devote their energies to a limited geographical area and have the authority to contact teachers therein, that teachers become better informed regarding materials selection and are more skillful in instruction than they were prior to the introduction of this service.

It is further expected that the field consultants working through state departments of education with teachers in their schools will more effectively improve the instruction of handicapped children than if a series of cooperative USOE-funded Centers were established at universities in the region with the expectation that teachers of the surrounding area will come to the cooperating Center to learn about materials and instruction. Therefore, it has been agreed that the Regional Center will not assist in the establishment of cooperative USOF-funded Centers in the region, except as the states may wish to utilize other available monies to establish local depositories. During the proposed period, we expect

to demonstrate that:

a. A field consultant, working through a state department of education and supported by demonstration materials and appropriate equipment from the Regional Center, can arrange meaningful demonstrations for teachers. Such effective materials usage, exhibited by the field consultant or by rotating self-instructional displays arranged by the field consultant, would go out to the teacher rather than waiting for the teacher to come to an instructional materials center.

b. The economies are substantial when a person travels on a regular basis with selected materials, supplemented by self-instructional packages produced by the Regional Center. Duplicating entire libraries of books, instructional materials, dissemination equipment, and library staffs within a state is much too expensive -- and inefficient.

c. State departments of education urgently need to provide instructional materials staff specialists to improve the teaching of handicapped children and youth.

d. State Department of education field consultants can probably meet the demand of teachers when the service is cooperative with the Regional Center, even in high-density states. Creative ways of demonstrating materials usage on the part of specialist Regional Center staff can help teachers decide if they wish to recommend local purchase.

It is conceivable, moreover, that in the future several Regional

Centers could possibly be merged to provide the latter types of service, when state departments of education provided the needed intensive consultation and in-service education services.

The Regional Center staff and the tri-state directors of special education feel that the services of qualified field consultants over the next few years may help these states plan more wisely for future local-district centers, which are currently in short supply, and in the regional coordination of certain low-demand services such as braille, large type, and recorded materials for visually handicapped children and youth.

The broad view of the consultant, in contact with all sections of the state and familiar with the teacher's capacities and problems, will be of immense help when local-district centers are established. Therefore, we feel that it is premature to initiate auxiliary USOE-supported instructional materials centers in the states at this time. Rather, the Regional Center will initially furnish the field consultants with demonstration materials and audiovisual equipment as needed, until such time as experience may yield data suggesting a different direction.

Expected Outcomes:

1. Detailed descriptions of the cooperative planning of the Regional Center with each state department of special education.
2. Evaluation of instructional materials, particularly those which are teacher-made and innovative and which show promise for future development.
3. Evaluation instruments.
4. Instructional methods employed by the Field Consultant.
5. Detailed costs and numbers of people served.
6. Final report.

IV. Procedures.

We are proposing the initiation of a series of personal dialogues with each of the three state directors of special education and their staffs in the region to effect agreements which will best fit into the existing plan of each state. Following agreements, each state director of special education will write job descriptions for the new position of materials specialist (field consultant) and submit budget needs to the Regional Center to expedite sub-contract preparations by the Regional Center director. Each state director will then interview candidates for the position and employ a qualified person to be housed in the state department of education. In-service education of each candidate will be the cooperative responsibility of the Regional Center and the state departments of education.

This project also will be concerned with an evaluation of its effectiveness. In order to determine whether the more intense coverage of field consultants has had some impact, it is necessary that two comparable areas (one to be served by consultants as suggested in this project and the other served in the traditional manner) in size and particularly in population be chosen for comparison.

Before this project is initiated, questionnaires will be devised and sent out to the population of teachers in the two areas. The questionnaires will be designed to assess such areas as: 1) the teachers' knowledge of materials, 2) the extent of teachers' use of materials, and 3) teachers' attitudes toward materials. The data from these questionnaires will be analyzed in order to determine the comparability of groups and to use as a baseline for determining any changes in groups with the later differing intensity of field consultants.

After the second school year, during which this project will have been in progress, the same questionnaire will be mailed again to teachers in the two areas. The data will be analyzed and compared with the original data from the first questionnaire. If the program in this project is effective, there will be changes such that 1) teachers in the area served by this project will exhibit greater knowledge of materials, 2) teachers in the project area will show an increase in use of materials, and 3) teachers in the project area will have more favorable attitudes toward materials.

In addition, a complete record of expenses, including salary, support, materials and equipment, will be carefully maintained. This record will be made available to anyone who wishes to make cost comparisons.

V. Personnel.

The Director of the USOE/MSU Regional Center, Lou Alonso, will be responsible for the agreements with the state directors of special education of the three states: Leslie Brinegar, Indiana; Sam Bonham, Ohio; and Marvin Beekman, Michigan. The experienced Regional Center Field Consultant, Mrs. Denise VanAken, will assist in the in-service education of the candidates. Field service coordination will be the responsibility of William Mellon, Regional Center Coordinator of Services. The evaluation effort will be carried out by Lois Williams, Evaluation Specialist, under the direction of Regional Center Research Coordinator, Dr. Rosanne Bulgarella.

VI. Facilities.

The facilities of the College of Education; the university-wide services of editors, artists, audio-visual specialists; and others; and the USOE/MSU Regional Center, will be used in demonstrating the efficacy of this proposal. The state departments of education in the region are well-staffed and will be able to serve each field consultant as a useful advisory committee. Office space in each case is adequate, as is secretarial help. Ohio and Indiana state departments of education will provide security-space for the instructional materials and demonstration equipment which will be loaned from the Regional Center.

USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN & YOUTH

RESUME' FIELD CONSULTANTS CONFERENCE
December 4-5, 1967

(Present: Bill Mellon, Bill McKinney, John Bristol, Morley Lee, Denny VanAken, Carl Olsen, Martha Venturi, Rosanne Bulgarella, Joe Levine, Lois Williams, Lou Alonso)

I. Denny and Morley demonstrated a Captioned Film for the Deaf, "Sights and Sounds at Christmas" sequence. Since our Center has been approved as a borrower of these materials, and they are applicable to the learning of a wider range of handicapped children, we will demonstrate these materials more widely henceforth.

II. Martha and Morley demonstrated the Weston Woods materials. Martha made arrangements for their film strips and records to be sent to the Center free of charge for our permanent collection. Their film, "Mike Mulligan's Steam Shovel" was shown. (Films were not sent to the Center collection, but must be ordered for purchase if this is desirable. The films represent visuals of some of the best of children's literature, developed for ordinary children, and useful with handicapped children.)

III. John Bristol reviewed the script suggestions of the staff in response to his first draft of the slide-tape presentations. John circulated Draft #2. The staff worked on suggestions for change, an outline was prepared, and pictures planned based on each Center service.

IV. Materials Acquisition Requests will be received by Carl and ordered for purchase. Once a month he will furnish a list of current materials, A/V and equipment items on current orter.

V. The Field Consultants and Carl have developed a list of standard questions regarding our collection to be used to generate duplicated lists to be for common requests as they are received here and in the three state departments of education. These lists will probably be ready in January.

VI. Handouts will be prepared at the Center to accompany field demonstrations. Field Consultants should alert us to their demonstration need to allow time to prepare these ditto materials.

VII. Mr. Mitchell, Mr. Thompson and Mr. Bilby of the Telephone Pioneers of America demonstrated a telephone device.developed by Mr. Harold Nowak of their organization, to stimulate language of mentally retarded children. A group amplifier and two telephones comprise the teaching device. Photographs were provided and a complimentary telephone set will soon be forwarded to the Center for experimental and demonstration purposes. A teaching manual needs to be developed and data collected regarding its usefulness.

VIII. The March 5-6 Field Consultants Conference has been changed to Thursday, Friday, March 14-15, 1968.

IX. Staff Reports

A. Denny VanAken - Largest Group was Type A meeting at Kellogg: Problems continue, i.e., late getting her set up; transparencies didn't arrive; her time was shortened. Began with film presentation; moved to transparencies; put

Cuisenaire Rods on the overhead projector - which turned out to be a good technique for large group instruction. She used the Weston Woods materials at Delta College recently and recommended their use.

There is a need for handouts and workbooks (curriculum materials descriptions). The Field Consultants will make recommendations for the appropriate style and content. Perhaps the Title II Stark County, Ohio project can be helpful in generating these. Martha will be talking with them this week and will explore this possiblity. A'Library Brochure" has been suggested and Carl will provide copy for this.

B. Bill McKinney - Has been providing information about the Center thru-out the state, and he has been out in the field more thanin the office, usually four days out.

Total staff spent a day in Evansville, Indiana visiting classes of emotionally disturbed children and those with learning disabilities. Met with all teachers and teenagers associated with an auxillary to a facility for retarded children. Evansville is considering planning a two-day workshop on materials with Bill next year. Met with Anderson Public Schools; too. In Hammond, schools dismissed for afternoon and Bill made a presentation. Bill raised the question of how the users in Indiana should ask their questions for Center computer search: thru his state department or directly here. Bill would like to have the questions come to him, and have Carl send the answers to him for mailing. Bill wants to become familiar with the types of questions answered in relation to the various types of areas in the state.

It was suggested that the Field Consultants attempt to record the percentage of teachers of handicapped children reached at each presentation during the next reporting quarter (December-January-February).

C. Martha Venturi - Martha will follow the same question-answer procedure in Ohio as Bill outlined above for Indiana. Annual meeting of State Administrators met in November and Martha presented information to them. Martha planned a display for the State CEC meeting in November and participated in that meeting. State Library Association is working to expand the services of the blind to the physically handicapped. She is working with Joe Fisher on a Title VI plan for visually impaired children in public school programs.

Martha has met with local CEC Chapters. A letter sent to all local superintendents throughout the state regarding the Center and the Ohio affiliation. Martha had been invited to the state meeting for the trainable retarded in Ohio, in which about 450 teachers participated. Martha will bring Jack Brown, Title II Specialist, Ohio State Department of Education, to met with us.

X. Lois Williams reported on the responses from us regarding the ways in which teacher behavior is influenced by the activity of the field consultants.

XI. Next meeting (January 4-5, 1968) - Suggested format:

A. One day reserved for Bill, Martha, and Denny to talk about materials techniques, et cetera. (This will include our Center-developed material demonstrations). FIRST AGENDA PRIORITY.

B. Procedure for Question-Answer Service

C. Slide-tape presentation preview.

D. Time for individual appointments with staff members.

SOME SUMMARIES OF THE FIELD SERVICE COORDINATOR'S RECENT ACTIVITIES

INSTRUCTIONAL
MATERIALS
CENTER
FOR
HANDICAPPED
CHILDREN
AND YOUTH

218 Erickson Hall Michigan State University East Lansing Michigan 48823

February 28, 1973

MEMORANDUM

TO: RIMC Staff

FROM: Sue Ann Yovanovich

SUBJECT: Visit to Center for Innovation in Teaching the Handicapped (CITH)
Bloomington, Indiana, February 22, 1973

Ms. Meredith Adler, Coordinator of the Dissemination and Retrieval Unit, served as my hostess. Prior to touring the facilities, Ms. Adler provided me with a brief overview of the project:

Formerly an R & D Center, it is now funded under a special grant from BEH, Division of Research. It is now in its fourth year of operation. The purpose of the center, through an integrated program of research and development is to implement improvements in the teaching of the handicapped by:

1) identifying critical teacher behaviors
2) developing techniques in teaching specific skills to handicapped children
3) developing and evaluating procedures and programs for training teachers

The center is divided into three components:

I. The Instructional Development Laboratory - coordinated by Dr. S. Thiagarajan

...develops and validates programs, teacher training modules, games, and instructional packages.

...assists project directors and other faculty at the Center with their instructional development activities.

...develops prototype procedures for the efficient development of instructional packages which can be emulated by other teacher-training programs.

...produces artwork, visual displays and other materials.

II. The Dissemination and Retrieval Unit - coordinated by Ms. Meredith Adler

...provides links between CITH staff and the professional community.

...focuses Center activities toward problems in special education in the public schools.

...establishes available subject pools for research and development projects.

...disseminates validated products.

...retrieves and relays information and materials for Center staff.

...edits, publishes and disseminates manuscripts and reports.

III. The Teacher Education Laboratory - coordinated by Dr. Jerry Olson

...utilizes controlled experimental facilities for study of teacher-pupil interactions.

...develops procedures necessary for the collection, analysis, storage and retrieval of data.

...develops and validates computer-assisted techniques for training teachers of handicapped children.

...provides experimental classrooms, observation-coding stations, and an analysis-encoding station.

...provides a prototype laboratory for developing computer-assisted teacher training programs.

In speaking with Dr. Mel Semmel, Co-Director of CITH, I asked some specific questions primarily related to the development and dissemination of training materials.

1) How do you determine priorities as relates to teacher-training?

   They listen; ask friends, and teachers in the field; look at their own expertise and make a decision.

2) How do you disseminate your products? Do you provide training in the use of these products? training for teachers? for teacher-trainers?

   Their grant does not provide funds for dissemination, therefore, they "field-test"materials through the special education faculty at Indiana University; or by placing materials with personal friends.

3) If, after these materials are field-tested, they are in demand, how are they disseminated?

   They aren't (although, they have had some games, such as ANTICIPATION, commercially produced, and sold at cost, they have depleted their supply and have no plans for additional manufacture). Mel's response was "Washington is hassling with that problem right now."

4) Do you use a particular format or model which characterizes your materials?

No - they are not easily replicated; nor are they "stand-alone."

5) Do you work with teacher-trainers, ie, in-service educators?

No, but next year they will concentrate their efforts on the development of training materials for teacher-trainers.

Dr. Semmel picked up on a couple of thoughts ---

1) He suggested that perhaps he should include in his proposal, a strategy which would enable him to place a copy of each of the materials developed at CITH, with each IMC, RMC, and RRC. I suggested that this would facilitate the dissemination of such. However, according to our new workscope, the IMCs and RMCs would not be allowed to do this!!!

2) He asked if we would want him to pick up the training of trainers within our three states - he thought this might be a possibility. Ideally, his center would design/develop in-service training packages and we would cooperate in conducting workshops for teacher-trainers. We might want to pursue this after Dallas!?!

SAY:rh

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AND YOUTH

213 Erickson Hall   Michigan State University   East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

MEMORANDUM May 21, 1973

TO:	Murray Batten Gil Bliton Sam Bonham Paul Ash Joe Todd	Jane Walline Indiana Teacher Trainers Michigan CRCs Ohio IRMC Coordinators
FROM:	Sue Ann Yovanovich	
SUBJECT:	ED/FAIR '73	

On May 10 and 11, 1973, I participated in the ED/FAIR '73 - a national conference sponsored by the United States Office of Education's Bureau of Elementary and Secondary Education. The conference was designed to facilitate the sharing of successful educational practices and to assist state educational agency personnel in the identification, validation and dissemination of these practices.

I attended two of the State-Of-The-Arts Sessions, one project presentation and one workshop. The rest of my time was spent in the exhibit area examining various projects funded thru Titles I, III, and VII of the Elementary and Secondary Education Act.

I have enclosed literature from the various projects which you might be interested in reviewing.

Following are my comments and reactions to the sessions I attended.

I. State Of The Art Session - "What's Right In Reading?"

This session was presided over by Dr. Ruth Holloway, Director of the Federal Right To Read Program. She pointed out that this office has 90 staff people out in the field who provide assistance to local projects. These personnel work with the state department of education's Right To Read Coordinator in conducting workshops and providing materials to local project personnel. Future focus of the federal Right To Read Program will be directed toward the following activities:

1) working with states to become "Right To Read States";
2) working with universities and teacher-training institutions in improving reading courses;
3) conducting administrative seminars for school principals who are involved in Right To Read projects;

4) producing adult TV programs for illiterate and bilingual audiences.

Dr. Jeanne Chall, Professor of Education and Director of the Reading Laboratory, Harvard Graduate School, was the main speaker. Her speech entitled, "The Status of Reading," focused on the following points:

1) Instructional materials for teaching reading are improving; tests for more specific skills are now available; *Sesame Street* and *The Electric Company* are having a tremendous impact on the development of reading skills in children. There is evidence in the current research that the above activities have contributed to improving actual reading skills and that children *are* reading better now than they were 10 years ago.

2) More emphasis is being placed on diagnosis and prescriptive teaching; more instruction and materials are available; especially for the beginning or decoding stages of learning to read.

3) Teachers have gained recognition - professional educators are *not* expendable - this was proven with the failure of so-called "teacher-free" materials and performance contracting. The volunteer program proved unsuccessful because it took such a tremendous amount of supervision by professionals.

4) How we can do things *more* right;

    (a) In education, we tend to over-do - we are getting to that point in *decoding* - we should look carefully at our present situation.

    (b) We must find ways of exposing *all* socio-economic groups to reading at a *very* early age, in other words, we must develop a "massive reading" program.

II. State Of The Arts Session - "How Do We Educate The Handicapped?"

Dr. Henry Smith presided for Dr. Ed Martin, who was unable to attend. Each of the divisions of the Bureau of Education was represented and a brief overview of the services provided by the respective divisions was given. Jane DeWeerd, of the Early Childhood Education Section, explained that this section is currently placing emphasis in the following areas:

1) rural sparsely populated areas - good project is Portage, Wisconsin;

2) deaf - birth to 3 years - good project is Los Angeles City Schools;

3) attitude - change.

Robert Dantona explained the Deaf/Blind Project and mentioned that the Texas Center is currently developing an assessment tool to be used with deaf/blind students.

Larry Lieberman, Learning Disabilities Coordinator, cited two unique L.D. programs: (1) Washington State - precision teaching; and (2) New Jersey - computer-based resource units based on child's abilities.

Sandra Brotman briefly described the five Title III projects serving the handicapped. Four of the five were chosen to present at the ED/FAIR; (see enclosures)

"Modification Of Children's Oral Language" - Bloomsburg, Pennsylvania

"Project Learning Disabilities" - New Orleans, Louisiana

"Re-Education For Emotionally Disturbed Children" - Louisville, Kentucky

"Project Success For Specific Language Disabilities Children" - Wayne, Neb.

Phil Burke represented the Training Division and briefly explained the projects and services of this division. Martin Kaufman, Division of Research, described PROJECT PRIME, of Texas, an exemplary innovative project.

PROJECT PRESENTATION

Project Learning Disabilities - New Orleans, Louisiana

This Title III project received a 100% rating on the Bureau of Elementary and Secondary Education validation instrument. The focus of the project is on remediation in visual and auditory perception, general language and motor problems. 100 kindergarten children have been identified and are being followed through first grade. Major components of the program are the child, the teacher, and the parent. The innovative aspects of the program include the following:

1) Prescriptive methods are written by the resource teacher and given to the regular class teacher;
2) There are no special classes;
3) There is early identification (age 5);
4) The L.D. resource teacher trains the regular class teacher;
5) Parent Involvement - parents come into the classroom and are taught how to work with their children at home;
6) In-service training - in 1972, the project staff followed the kindergarten class into 1st grade and trained their teachers,aides and parents.

The success of the project was determined by looking at the following:

1) achievement - 25% gain (Walker-Readiness)
2) self-concept - .01 level of confidence (Thomas Self-Concept Values Test)
3) social skills - 19% gain (rating scale developed by project staff)

4) early identification - out of 868 students, 250 were given the Louisiana State University at New Orleans Pre-School screening test and then 100 of those were identified as having learning disabilities

5) remediation - a teacher rating scale was developed by the project staff and results indicated that 17 of 19 regular class teachers were performing adequately

6) parents - involvement was measured by attendance at meetings and feedback received on parent questionnaires

The major cost of the project is in maintaining the resouce teachers. The federal funds for this project are now exhausted and the local school system has agreed to continue the program.

WORKSHOP - "Promising State Educational Agency Reforms"

This session was presided over by Dr. Harry L. Phillips, Director of the Division State Agency Cooperation. In the true sense of the word, this was not a "workshop," but rather an informal session which lasted about 45 minutes. Dr. Phillips briefly talked about "total equalization" and stated that presently, programs are being supported 50% by state property taxes; 40% local funds and the remaining by federal funds. The intent is to increase state support and reduce local support to 10-15% and eventually, full-state funding is the goal that would accomplish total equalization.

Dr. Smith also announced that the President has proposed to Congress that the ESEA act be replaced by the Better Schools Act; however, at this time, Congress seems more interested in extending ESEA rather than replacing it.

General Reactions

Compared to other conferences I have attended, I felt that this one was informative, but not as stimulating and interesting as others. The State-Of-The-Art sessions presented quick overviews, but I don't feel that I gained any new information. I enjoyed the project presentations, but feel that I would have gotten the same information from a slide/tape presentation. The exhibits were worthwhile and informative and provided a good opportunity to examine materials developed by project staff; talk with project staff members; and to pick up written information about the project. I was disappointed in the "workshops" because there wasn't enough structure provided to "involve" the participants - it was more lecture rather than exchange of ideas.

SAY;rh

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1973 Summer Field Activities

Sue Ann Yovanovich

June 10 - 29 - Educational Media Institute sponsored by the Midwest Regional Media Center (RMC) for the Deaf, Lincoln, Nebraska. The primary emphasis of this three week workshop is to involve participants in the design, development and production of instructional media - including super 8mm movies, transparencies, slides and instructional television. I am participating because this will allow me to become thoroughly familiar with the RMCs philosophy and program. Next year I will be representing the RMC within our three states - Indiana, Michigan and Ohio - and therefore, I need to understand their program in order to adequately represent them and also to make their services more accessible to educators in Indiana, Michigan and Ohio.

July-August - Washington, D. C. - The IMC/RMC Network Office has awarded me one of four, two-month internships. The purpose of the internship is to provide IMC/RMC personnel an opportunity to interact with governmental and non-governmental decision-makers who are involved in the development and nurturing of the IMC/RMC Network. As an intern, I will have the opportunity to gather first-hand knowledge of related projects such as the National Media Center on Educational Media and Materials for the Handicapped; CEC-ERIC; Regional Resource Centers and the Bureau of Education for the Handicapped (BEH). Several weeks will be spent working in each of the divisions of BEH - Division of Educational Services (the IMCs and RMCs are part of this division); Division of Research; and the Division of Training Programs.

July 9 - 27 - Harrisburg, Pennsylvania - Regional Resource Center. I will be spending a week or more at the RRC for an orientation session. This session will involve meeting the staff, and visiting each work station to become familiar with their philosophy, and program operation.

I will be doing this for the same reason that I am going to Lincoln. Next year, I will be representing the Pennsylvania RRC in our three states in order to facilitate more efficient service within our region.

Summary - Next year I will be representing three federal projects (USOE/MSU RIMC/HCY; Midwest RMC; Pennsylvania RRC) as Field Services Coordinator within Indiana, Michigan and Ohio. I will be based at the USOE/MSU RIMC/HCY and will again be cooperating with the Special Education Divisions, State Departments of Education in Indiana, Ohio and Michigan, in providing assistance to associate SEIMC personnel and teachers of the handicapped.

STATE PLANS TO DEVELOP INSTRUCTIONAL MATERIALS CENTERS

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

OHIO'S INSTRUCTIONAL MATERIALS CENTER NETWORK

Rationale

Two major goals of the Ohio Division of Special Education, Department of Education, continue to be:

1. The development of comprehensive special education programs throughout the state.
2. The improvement of existing special education programs throughout the state.

Ohio's Instructional Materials Center Network is one attempt to achieve the second of these two major goals.

Since July, 1967, the Division of Special Education has been cooperating with the Regional Instructional Materials Center at Michigan State University to provide consultant services to Ohio's schools as a part of the services of the Multi-State Regional Center. Several important conclusions have been made during the time this program has been in operation:

1. The IMC concept is a viable concept for the improvement of instruction for handicapped children. It is a very acceptable, desirable, non-threatening and effective approach to classroom teachers.
2. The entire field of educational media is being stimulated by federal programs and the national network of centers.
3. Teachers of handicapped children -
    - a. Usually select their own materials
    - b. Need professional help in this selection
    - c. Want to see materials
    - d. Want to have materials demonstrated
    - e. Are unwilling to travel miles to visit a center for these services.

Therefore, the value of the instructional materials concept is not in the collection of materials in a center, but in the professional personnel working directly with teachers in their own school districts.

On the basis of the above conclusions, Ohio has developed to date twelve Regional Instructional Materials Centers within the state. These twelve centers provide services to some 252 school districts in 32 counties. They are funded under Title VI-A, E.S.E.A. with total grants for fiscal year, 1970, amounting to $417,000.00. As more school districts show an interest in establishing regional instructional materials centers, the network should expand to provide services to all school districts in the state.

Purpose

The following are specific objectives for Ohio's Instructional Materials Centers:

1. To develop and implement methods and media in inservice education in school districts so that if achieved, the special educators in the region will demonstrate:
    - a. Increased knowledge of the various instructional materials available on the market.
    - b. Increased skill in the use of instructional materials and equipment in the classroom.
    - c. Increased skill in selecting appropriate and effective instructional materials according to individual student needs.
    - d. Increased skill in bringing about favorable behavioral changes among handicapped children.
    - e. Increased skill in the use of instructional materials in the directive teaching approach.
2. To develop and implement methods and media for obtaining and disseminating information regarding instructional materials so that if achieved, special educators will demonstrate:
    - a. Increased knowledge of the effectiveness of instructional materials in achieving specific instructional objectives.
    - b. Increased skill in evaluating the effectiveness of instructional materials.

Procedures

ADMINISTRATIVE: Regional IMC projects in Ohio, while funded under Title VI-A, E.S.E.A., through a single school district as the fiscal agent, include a number of cooperating school districts. Each IMC project functions under the guidance of a governing board comprised of superintendents or designated representatives from the participating school districts.

Governing board actions adhere to state guidelines developed by the Division of Special Education.

Each center is presently staffed with one project coordinator and a secretary. A need for staff expansion is not anticipated at this stage.

Materials in each center are organized and cataloged according to a statewide system called the Ohio Cataloging and Information Retrieval System (OCIRS). This is a card cataloging system which could be converted to a computer system at a later date. The system not only provides a means for organizing materials but also provides descriptor information on each material item in four areas, i.e.: curricular area, interest-achievement level, and skill area. Basic cataloging procedures are accomplished at one central location.

PROGRAM: Inservice education is the primary program component of each regional IMC. The acquisition, distribution, and evaluation of instructional materials are secondary components and are vehicular in nature to the primary component. Meetings, workshops, group and individual conferences, demonstrations of materials, materials fairs, consultation services, etc. are procedures which comprise the majority of each IMC's activities. In accordance with the objectives of the IMC, these activities are primarily conducted in local school districts rather than in the center.

Each center is involved in the supervision of numerous "mini" studies conducted in the special education classrooms of the region. Such studies deal with the use of instructional materials and techniques in achieving specific instructional objectives. They are designed to demonstrate a direct impact on the learning behavior of handicapped children.

Materials are evaluated with regard to their effectiveness in the learning situation. This information is gathered through formal and informal field testing procedures. For example, evaluation instruments have been developed by each IMC to be completed by teachers each time materials are used. This information is compiled and disseminated throughout the region and state. Other activities of each IMC include publication and dissemination of a newsletter and other publications, involvement of master teachers on an advisory board and other work committees, and facilitating the development of teacher made materials.

It is felt that through such activities as those mentioned above, activities which are implemented in local school districts and in classrooms, the IMC concept will demonstrate its value.

Evaluation

Consultant services in the areas of program planning, management and evaluation are provided each regional IMC by the Division of Special Education. These services include the following:

1. Development of leadership activities for professional personnel working with handicapped children through a systematic inservice education program dealing with management, evaluation, and program concepts.

2. Assist project coordinators, governing boards, and school districts in developing measurable operational objectives which lend themselves to greater direct educational impact for handicapped children.

3. Assist project coordinators and governing boards develop adequate evaluation designs for both project management objectives as well as generating useful data for future program development.

4. Compile new ideas and methods which may be of value to other project coordinators and teachers of handicapped children.

5. Assist in the communication process by keeping agencies informed of the activities of projects for handicapped children operating within the public schools.

6. Contract inservice training aid consulting services for projects in the areas of management, evaluation, system analysis, and special education program specialties with other agencies (Public, private, university) having the necessary capacity.

The success of the IMC network is highly dependent upon the use of effective evaluation procedures. Each IMC functions within an evaluation model with systematic continuous evaluation being an integral part of the project.

Conclusion

Ohio's IMC Network is presently in the initial stages of development with seven centers now in their second year of operation and five centers in their first year. It is too early to assess the full impact of the program. However, it is safe to conclude from the interest and involvement observed that the program holds great promise in achieving its purpose. All IMC's have been given a committment to funding for a period of three years at which time a full evaluation will be available.

Additional information regarding Ohio's Instructional Materials Network can be obtained by contacting the Ohio Division of Special Education, Department of Education, Title VI-A, E.S.E.A. Programs, 3201 Alberta Street, Columbus, Ohio 43204.

A PLAN FOR THE ORGANIZATION AND IMPLEMENTATION OF A CENTRAL AND FIVE ASSOCIATE INSTRUCTIONAL MATERIALS CENTERS FOR HANDICAPPED CHILDREN AND YOUTH OF THE STATE OF INDIANA.

The Indiana State Instructional Materials Center is housed at the Indiana School for the Blind, 7725 North College Avenue, Indianapolis, Indiana. Approximately 4,000 square feet of floor space is available which should be adequate for the following:

1. Centralized office for the IMC staff;
2. Appropriate storage and shelving facilities for the materials;
3. Separate room to be utilized for instructional materials workshops;
4. Space for limited reproduction of certain kinds of material. (i.e. overhead transparencies, dry mounting, tape-slide coordinated packages, etc.)

Being located away from a congested area, the central IMC will be easily accessible to both private and public educators from one of the most densely populated areas of the state. However, many of the persons involved with the education of the handicapped will live away from the Center and may find it difficult to travel great distances. Therefore, one alternative is to take the services of the IMC to schools and provate agencies via Regional Consultants operating in five geographical regions of Indiana.

REGIONAL CONSULTANTS

The Regional Consultant for Special Education must:

1. Possess at least a M.S. or M.A. Degree with specialized training in one or more areas of special education.
2. Hold, or be eligible for a valid Indiana Teaching Certificate as an elementary or secondary teacher with endorsement in one or more areas of special education.
3. Have a minimum of five years experience in teaching and/or administration in special education (supervisory and/or administrative experience will generally be required.)
4. Exhibit ability to work well with individuals and groups.

THE SUGGESTED ROLE OF THE REGIONAL CONSULTANTS WILL BE TO:

1. Coordinate within the geographical region the establishment and maintenance of a small IMC which will be an offspring of the parent IMC operated by the Department of Public Instruction in Indianapolis, in cooperation with the RIMC/MSU. Such a location will serve to bring special instructional materials and equipment closer to the field and will furnish five rather permanent decentralized spots to which the field consultant for Instructional Materials will establish bi-weekly visitation schedules to demonstrate materials to groups of teachers in the area. Rotating resource packages of materials in special instructional areas will be moved from region to region by the Field Consultant.

   Certain considerations for the development of such packages would be:

   a. How will it be used? Is the package to be specifically designed for one purpose or would it be of a broad general nature? How might the package relate to and tie in with other existing packages?

   b. What is its purpose? What is it designed to do? Is the package being developed for pre-service, in-service or teacher preparation programs?

   c. Where will the resourse package be utilized? Semi-permanent display? Associate centers? State IMC?

   d. What back-up materials should be included with the package? Overhead projecture material? Tape or tape-slide? Guidelines for utilization?

   e. How shall the display be presented? Local directors? Regional consultants? Division staff members? Teachers? Auxiliary teacher consultants?

THE REGIONAL CONSULTANTS WILL BE RESPONSIBLE FOR THE SCHEDULING OF WORKSHOPS AND WORKING MEETINGS, THE NATURE OF WHICH WILL BE DISCOVERED DURING VISITATIONS WITHIN THE REGION AND AS EXPRESSED BY TEACHERS, SUPERVISORS, AND ADMINISTRATORS.

2. Serve the needs of teachers in the region, as expressed by administrators for teacher assistance through coordination and utilization of the Department of Public Instruction specialist staff for workshops, curriculum development meetings, conferences and teacher consultation as far as staff time permits.

3. Place instructional materials and equipment within each region with members of the "Evaluation Network of Indiana Teachers." The results of each evaluation will be tabulated and included in the "Teacher Information Series" and will be disseminated to all special education personnel in Indiana.

EVALUATION INSTITUTE

During June, 1968, a P.L. 88-926 sponsored Institute concerning the Evaluation of Instructional Materials for Handicapped Children and Youth was held in Indianapolis, Indiana, under the direction of Mr. S. Joseph Levine, USOE/IMCHCY and Mr. Bill McKinney, Instructional Materials Consultant, Indiana Department of Public Instruction. The purpose of the Institute was two fold:

1. Provide an uncluttered avenue, through the development of an effective tool, to the proper procedure for evaluation of materials and/or equipment.
2. Develop a roster of evaluators who would become members of the "Evaluation Network of Indiana Teachers."

The Institute involved only those teachers whose unique competencies are in the area of the educable mentally retarded, Teachers in other areas of the handicapped are presently being identified and will become members of the "Network" after they have been involved in a similar Institute during the summer, 1969.

A PLAN FOR THE DISSEMINATION OF INFORMATION CONCERNING THE USE OF INSTRUCTIONAL MATERIALS

A plan for disseninating information about utilization of instructional materials has been developed which will become an enherent part of the "Evaluation Network of Indiana Teachers."

Purpose: Provide teachers with audio-visual information about the use of particular instructional materials for handicapped children within the local school setting. To make this information available in a format that will be: 1) attractive; 2) effective; and 3) portable.

Fourteen teachers of educable mentally retarded children have been identified according to 1) experience; 2) recommendations; and 3) use of one of the materials.

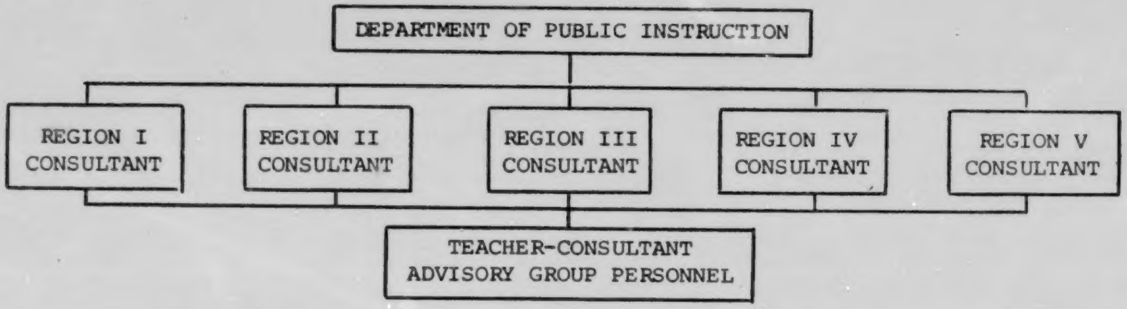
Each of the teachers has been requested to write a description of one of the materials, parts of which may come from the manufacturers' descriptive literature. This description will primarily be concerned with how the material is being used. This description will be edited and further developed as a tape recorded narrative.

Color 2 X 2 slides will be made of the material being used. The slides will be edited and appropriately selected for presentation along with the recording. Duplications of each "package" will be made and cataloged for dissemination on a loan basis to school districts throughout the state.

Accompanying each presentation will be a one-page mimeographed handout that contains key information about the instructional materials. These handouts are designed to be kept by the teacher and should serve as a handy source of information about the material in use.

TEACHER-CONSULTANT ADVISORY GROUP (An Auxiliary Service of the Indiana Department of Public Instruction)

The following description of the Teacher-Consultant Advisory Group is presented herein as it has implications for the development of IMC services for the State of Indiana.


DEPARTMENT OF PUBLIC INSTRUCTION
REGION I CONSULTANT
REGION II CONSULTANT
REGION III CONSULTANT
REGION IV CONSULTANT
REGION V CONSULTANT
TEACHER-CONSULTANT ADVISORY GROUP PERSONNEL

Concept Description and Manner of Utilization of Teacher Consultants: Experience has indicated that it is likely that in certain areas of special education, even with the use of Regional Field Consultants, it will always be impossible to provide individual teacher consultant services from the Department of Public Instruction office in sufficient quantity to meet the needs of the state. Yet, in certain specialized areas such as special education, the need for consultative help which might be available on a monthly or more frequent basis for new, relatively untrained teachers is extremely great. A Teacher Consultant Advisory Group working under the immediate direction of the Regional Field Consultants, is being formulated as one method whereby we can increase our abilities sufficiently enough to make possible an actual face-to-face individual service to teachers in problems relating to classroom management, educational methodology and technique, and instructional materials.

A. Role of Central Department of Public Instruction Special Education Supervisors

1. Maintain and intensify state-wide leadership activities through coordination of function and activities of Regional Consultants and The Teacher-Consultant Advisory Group.
2. Intensify production and dissemination of state publications relating to all aspects of the education of handicapped children.
3. Conduct and intensify quantity and quality of in-service education workshops for Indiana teachers through the five regions.
4. Concentrate heavier emphases in work with college teacher training staffs in development of cooperative student teaching programs and other aspects of teacher training.

B. Role of The Regional Consultants and Field Consultant for Instructional Materials

The following major service areas are suggested as being productive in meeting needs of schools.

1. Coordinate within the geographical region the establishment and maintenance of a small Instructional Materials Center (discussed above).
2. Serve the needs of teachers in the region as expressed by administrators for teacher assistance through coordination and utilization of the Department of Public Instruction specialist staff for workshops, curriculum development meetings, conferences and teacher consultation as far as staff time permits. Additional needs for teacher-consultation would be met by utilization of master teachers (teacher-consultants) in the region scheduled and coordinated by the regional consultant.

C. Suggested Role of the Teacher-Consultant Advisory Group

The Department of Public Instruction, Division of Special Education staff has identified a number of teachers throughout the state in several areas of special education who appear to have the technical competencies and personal qualities necessary to enable them to provide a needed service of helping new and/or relatively untrained persons become better organized and oriented to the sometimes formidable task of effectively teaching exceptional pupils.

A small teacher-consultant advisory group is being set up within each region for use as needed and for minimal expense from Title VI, ESEA funds. Such expense will consist of travel reimbursement at 8¢ per mile from the teacher-consultant's school to the school where the teacher who needs help is located. This is likely to be in a nearby school corporation. In addition, the cost of a substitute teacher's salary shall be reimbursed the school system for the one or two days per month the teacher-consultant would be used. This proposed system should be operable because of the following factors:

1. The teacher-consultant candidates would likely feel complimented to, in one sense, become a part of the Department of Public Instruction.
2. The type of people that would be desired as Teacher-Consultants are usually the ones who strongly wish to be of service to others in the field.
3. School superintendents in the few school corporations which might provide teacher-consultants are likely to be more than willing to occasionally release such a teacher for this purpose because of the recognition effect, reimbursement for cost of a substitute teacher, and because of the probability of the teacher's own professional growth through involvement in this type of activity.
4. The Division of Special Education would assist local school systems wherein teacher-consultants are located by conducting workshops for substitute teachers who have been identified by the schools as being interested in special education and interested in substitute teaching in the special education program.

Areas of Activity of Teacher-Consultants

1. Serve as key persons in the areas on Curriculum Development Activities and as key coordinating persons for Instructional Materials Center activities. Rotating displays of IMC materials may occasionally be located within these teacher-consultant's buildings for short periods of time. In addition, they may be asked to host regional workshops conducted by the Field Consultant for Instructional Materials.

2. Consultation with certain special education teachers who request help. The Teacher-Consultant may observe within the class, demonstrate a special method of teaching, give suggestions for scheduling of activities, for more appropriate curricula, better grouping, for productive use of materials and media.

3. Consultation for 1/2 to 1 day blocks of time with regular teachers who have a seriously handicapped child in the regular room and who may request help with ideas on locating or making special materials or techniques for individual management.

I. SERVICE

A. LIBRARY RELATED SERVICES

SEPTEMBER 1, 1968 - AUGUST 31, 1969

*1. Acquisition - Approximate Number Written Documents.

Disability Areas:

Visually Handicapped 13

Mentally Retarded 528

Emotionally Disturbed 5

Neurologically Impaired 65

Speech Impaired 84

Gifted 4

Deaf and Hard of Hearing 10

Miscellaneous Special Education 56

Other __________

Instructional Aids 85

Total Cost:
Approximately $10,876.32

*Many items are applicable for more than one disability area.

SEPTEMBER 1968

1. Continue purchasing both written documents and instructional aids which will be available for teachers and members of the "Network of Indiana Teachers" for Evaluation.

   A. Place written documents and instructional aids with "Network" members prior to September 15, 1968.

   B. Replace items for evaluation with "Network" members after September 15, 1968 and before September 30, 1968.

   C. Collect and compile evaluations for a continuation of the "Evaluation Institute" which will be held in October, 1968.

LIBRARY RELATED SERVICES

SEPTEMBER 1, 1968 - AUGUST 31, 1968	SEPTEMBER, 1968
2. Continue reproduction of the acquisition lists of the "Regional" IMC.	2. Reproduce the annotated bibliography for the following disability areas: A. Educable mentally retarded B. Trainable mentally retarded Responsibility: McKinney and Coe
3. Compile a categorical listing of written documents and instructional aids for reproduction and dissemination to special education personnel.	3. Reproduce a bibliographical catalog for dissemination to special education personnel in the areas of: A. Educable mentally retarded B. Trainable mentally retarded Responsibility: McKinney and Coe
4. Continue to manually catalog, index, and shelve instructional materials.	4. (A) Catalog materials according to: A. Disability B. Curricular Area C. Grade Level D. Type Responsibility: McKinney (B) Index and shelve written documents and instructional aids. Responsibility: Coe
5. Supplement the "Rotating Displays" from USOE/IMCHCY-MSU with "Instructional Resource Packages" from the State IMC.	5. The Regional Consultants, through pre-school meeting, teachers and administrators conferences, will ascertain the types of materials in which each area is interested. A. The Instructional Resource Packages will be placed in each region for a limited period of time. B. Each package will include back-up materials. C. The packages will be moved and rotated on a predetermined date. Responsibility: Robertson, Bliton, Sommers, McKinney, Lewis

B. FIELD SERVICES

SEPTEMBER 1, 1968 - AUGUST 31, 1969	SEPTEMBER, 1968
1. Schedule regional orientation and demonstration of instructional materials which will involve the following personnel: A. Mr. Leslie Brinegar; Director, Division of Special Education B. Regional Consultant C. Resource Personnel D. IMC Field Consultants	1. (A) Northern Region South Bend, Indiana September 16, 1968 Responsibility: Mr. Robert Robertson (B) Southeastern Region Clarksville, Indiana September 23, 1968 Responsibility: Mr. Gilbert Bliton
2. Materials Reproduction Coordinate the activities with the Pendleton Reformatory Braille and Large-Print services for control of reproduction quality.	2. Develop a set of standard forms for channeling of requests, reproduction and, finally, returning the finished product to school corporations on schedule.
3. Continue materials demonstrations, speaking engagements and other related activities in order to better promote the services which are provided cooperatively through the Department of Public Instruction and the USOE/IMCHCY-MSU.	3. Schedule as many activities as time will permit.
4. Disseminate information concerning the RIMC and State Center.	4. Dissemination of information will be through: A. Question - Answer Brochure B. "Whats New" C. Indiana Department of Public Instruction's "Communicator."
5. Coordinate with staff of Division of Special Education development of the Teacher-Consultant Advisory Group.	5. Identification and appointment of appropriate personnel in local schools.

DEPARTMENT OF EDUCATION
Lansing, Michigan

DIVISION OF SPECIAL EDUCATION

THE CURRICULUM RESOURCE CONSULTANT PROGRAM IN MICHIGAN

I. BACKGROUND

The development of Curriculum Resource Consultant program began with a conference on September 12, 1968. At that time, superintendents were requested to submit the name of that individual in their district who was responsible for or concerned with special education curricula. These people were invited to attend the organizational conference. Over 300 were in attendance. The conference consisted of small group meetings at which the participants indicated their concerns and the need of their area for a special education curriculum resource consultant.

The original list of 300 was divided by geographical area and groups of 50 (from six regions) were invited to attend a one-day production workshop at the Instructional Materials Center for Handicapped Children and Youth. The average attendance was about 30 persons.

A second conference was held February 21, 1969, at which time the concepts of how to be a consultant were discussed and the five basic curriculum goals were presented to approximately 137 persons.

In April, 1969, a meeting of Title II center directors was held at the Instructional Materials Center with emphasis on their role and responsibilities in special education as well as the role of the curriculum resource consultant as related to an existing Title II center.

A Public Law 85-926 workshop was held from June 16 through June 20, 1969, under the direction of Dr. Donald Burke for 47 persons who expect/hope to be Curriculum Resource Consultants in their areas at some near future date. These individuals and their immediate superiors were invited to an evaluation meeting in September, 1969. At this all day meeting suggestions and concerns were advanced by the participants as to the specific role of and specific requirements for Curriculum Resource Consultants. (These suggestions were taped and distributed to the guideline committee.)

Final steps for the establishment of the curriculum resource consultant guidelines were developed by a committee in late 1969 (copy attached) and a Public Law 85-926 institute has been proposed for 30 selected persons with the emphasis on special education curriculum and the art of consulting. This institute is scheduled for June 15-19, 1970, under the direction of Dr. Charles Blackman.

II. PRESENT

The state Curriculum Resource Consultant has been providing in-service workshops for both local and intermediate school districts. These in-service presentations have included basic goals in curriculum, materials needed, their uses, specific academic areas (such as what and how to teach social studies) meaningful-pro-

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ductive rafts and self-evaluation of programs to some extent. Forty-six of these meetings were held during the 1968-69 school year with approximately 1,600 attending. About 15 have been held this fall with approximately 250 attending. Eighteen additional workshops on various topics are scheduled during the first two or three months of 1970. It is expected that the future Curriculum Resource Consultants would perform this service in their own areas.

III. FUTURE OF C.R.C. PROGRAM

It is expected that a Special Education Curriculum Resource Consultant will be reimbursed for each regional district as the state is organized into regions. The need of a person knowledgeable of the area and the children is clearly indicated. In addition it is hoped that local districts may wish to hire a curriculum resource consultant for the development of their local special education curriculum and materials.

DEPARTMENT OF EDUCATION
Lansing, Michigan

DIVISION OF SPECIAL EDUCATION

CURRICULUM AND MEDIA CONSULTANT

In June of 1967 when the Division of Special Education was established, a re-assignment of personnel and emphasis on designated problems in a specific area of special education took place.

One of the new areas to be focused upon was the problem of curriculum and media. This position was established on certain premises. (a) Curriculum improvement must come from within the district. Local leaders must be developed. (b) Media must be within reach of the teachers or it will not be used. This implies local media experts must be trained and developed for local centers. (c) Michigan is moving rapidly toward regionalization. These services should be at a regional service level. (d) This network would be tied in with a coordinated regional, state department and university operation.

The state department has invested approximately $26,000 a year establishing a curriculum-media consultant position in its efforts to stimulate, train and develop interest and personnel across the State of Michigan (activities on sheet attached).

Michigan has had for a number of years written within the school aid package each year a clause for reimbursing "other professional personnel". This operated at the same reimbursement pattern as special education teachers. All criteria and requirements for qualifying media personnel for reimbursement has been established and agreed upon for the 1970-71 school year,

At present we are somewhat at a loss as to our future reimbursement pattern as the Legislature has just crossed out our other professional personnel clause in an effort to pay off on formula as projected in the 1970-71 state school budget.

In spite of the temporary set back on financing local media personnel by special education, it is interesting to note that the Governor's Educational Reform Commission recommended the establishing and financing of regional media centers.

As we continue to move forward in this area of operation, we in the Department feel confident these centers will be financed for both media and personnel. Michigan's Legislature has increased special education categorical aid from $30 million to $56 million or an 85% increase in a period of two years. Surely with the Governor's Educational Commission recommending 100% payment of cost in some areas of special education by the State, the Legislature's move to increase finance by 85%, we can feel that a commitment has been made for the education of handicapped children. Education is more than teachers, it includes the proper tools and hardware. The Division will continue to move forward in the curriculum and media area of special education.

DEPARTMENT OF EDUCATION
Lansing, Michigan

DIVISION OF SPECIAL EDUCATION

REGIONAL INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH SERVICES FOR MICHIGAN TEACHERS

The Division of Special Education of the Michigan Department of Education has worked closely with the Regional Instructional Materials Center for Handicapped Children and youth at Michigan State University. We firmly believe there is a need for centers of this type. We also through experience believe the functions of such a center should be centered on the following areas of operation:

1. Evaluation of commercial materials using practioners in classroom setting as members of the evaluating team. Dissemination of resultant documentat either upon request or by regular publication.

2. Continuation of Regional Instructional Materials Center for Handicapped Children and Youth as depository for materials to be loaned to and utiliz by interested persons.

3. Continuation of evaluation of submitted teacher designed materials and/o ideas with specific recommendations and referrals to commercial companie when appropriate.

4. Retrieval by computer of answers to submitted questions with updating of tape approximately each yearly quarter with new relevant information. Such computer service to eventually become a part of a nation-wide network. Evaluation of abstracted materials should be included.

5. Co-operative inservice with Michigan Department of Education for Curricu Resource Consultant's on various aspects of materials, techniques and dessemination of information.

Michigan is committed to state support of regional media centers and if the above services were available to our regional centers, coordinated by state department and university staff, the department is sure the handicapped children of Michigan would not be neglected for lack of proper media and curriculum. It is also our feeling that such a center will assist in maintaining high standards for regional Curriculum Resource Consultants.

DEPARTMENT OF EDUCATION
Lansing, Michigan

DIVISION OF SPECIAL EDUCATION

SUGGESTED CURRICULUM RESOURCE CONSULTANT GUIDELINES
Qualifications and Responsibilities

These guidelines were developed by a committee of special education professors, special education directors, consultants, teachers and media personnel. They are submitted as minimum requirements and responsibilities for the person hired as a Curriculum Resource Consultant. The person who fulfills the following qualifications and is recommended by the hiring intermediate or first class district and is approved by the Superintendent of Public Instruction shall be reimbursed under the category of "other professional personnel".

Qualifications - See attached sheet.

QUALIFICATIONS

1. Must have full approval in one or more areas of special education with three years of successful, special education classroom experience.

2. Twelve semester graduate hours distributed to insure competency in the following areas:

   Structure and planning of curriculum
   Media
   Graphic production
   Audio-visual instruction
   Acquisition, categorizing and distribution of materials

SUGGESTED RESPONSIBILITIES OF C.R.C.

The Curriculum Resource Consultant shall provide:

1. Consultation with teachers and other professional personnel. The Curriculum Resource Consultant will interpret new knowledge, skills, and competencies in curriculum and resources to regional personnel.

2. Selection, procurement and dispensation of materials.

   a. Should be knowledgeable in areas of soft and hard ward.

   b. Assist teachers and school districts in selection of materials and equipment.

3. In-service

   a. Provide orientation programs so teachers will be knowledgeable about the Curriculum Resource Consultant and other resources available.

   b. Develop and present production and demonstration workshops.

   c. Provide dissemination of information.

   d. Assist in the development of materials and equipment.

4. Evaluation

   a. Materials

   b. Methods

DEPARTMENT OF EDUCATION
Lansing, Michigan

DIVISION OF SPECIAL EDUCATION

SUGGESTED PROCESS FOR DEVELOPMENT OF AREA LEARNING CENTERS FOR HANDICAPPED CHILDREN AND YOUTH

In so far as possible, existing qualified centers would be used as a base for incorporating Curriculum Resource Consultants and more specific materials for special education. There are approximately 35 such centers in Michigan which have been funded under Title II or Title III (See attached map).

Curriculum Resource Consultants who meet state requirements would be hired by an intermediate school district or Class A district. They would be a member of the instructional material center staff, working in conjunction with others to provide services as stipulated in the guidelines.

It is expected that this position would be reimbursable and that funds would be available for materials for it.

TITLE II INTERMEDIATE SCHOOL DISTRICT INSTRUCTIONAL MATERIALS CENTER PLAN AND MATERIALS FROM A TRAINING CONFERENCE FOR TITLE II IM SPECIALISTS

APPLICATION FOR FEDERAL ASSISTANCE
UNDER TITLE II OF PL 89-10

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A PROPOSAL
FOR THE DEVELOPMENT OF A
MODEL REGIONAL
SPECIAL EDUCATION SERVICES AND MATERIALS CENTER

GRANT REQUESTED: $40,000

Submitted jointly by:

Jackson County Intermediate School District
Jackson, Michigan
Lyle A. Tarrant, Superintendent

Hillsdale County Intermediate School District
Hillsdale, Michigan
Lee Lonsberry, Superintendent

November 1, 1966

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Preface

This request represents an important step toward our goal to develop a model special education materials center in close cooperation with the Michigan State Library, the United States Office of Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University, and local librarians. Sponsored by the two intermediate school districts of Jackson and Hillsdale counties, this joint effort has developed out of a close working relationship between the two special education departments and a similarity of problems faced by them.

It is intended that surrounding areas beyond the boundaries of these two intermediate school districts will have the opportunity to participate in this project to share experiences, experimental programs, and to develop lines of communication and cooperative working relationships. We are already participating with the United States Office of Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University and have become a "satellite" in a network of other special instructional materials centers which will make possible the sharing of materials throughout the nation.

This project can become one of the exemplary programs not only in Michigan, but perhaps for the nation. Developing this special materials center will take a tremendous input of both personnel and finances. Although success is not contingent upon any one factor, this project will be enhanced by:

1) This request for [illegible] under Title II, ESEA.

2) The proposed Title III, ESEA planning grant for a Professional Growth Center.

3) The use of Title III, NDEA funds for audio-visual equipment.

4) The close working relationship with the Michigan State Library and the experimental use of the media-mobile.

5) The "satellite" relationship to the United States Office of Education plan for developing special educational materials centers throughout the United States.

6) Continued joint efforts with constituent school districts and special education departments.

7) Cooperative efforts with neighboring counties to develop the methods of sharing equipment, materials, and know-how.

Department of Education

State Library

Lansing, Michigan

Title II, ESEA

(Form – C)

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District Intent To Participate in Special Instructional Materials Center Grant

Names of Districts:

Jackson County Intermediate School District
County Building, 312 South Jackson Street
Jackson, Michigan 49201
Telephone: 787-0359

Hillsdale County Intermediate School District
347 Beck Road
Hillsdale, Michigan 49242
Telephone: 437-3324

1. State briefly the services and materials this Center will provide.

Special education staff members, children in special education, and parents of these children in the public and non-public schools of Jackson and Hillsdale counties have access to these materials. They are also available to regular classroom teachers who are working with slow learners and underachievers. Workshops and training sessions will be organized cooperatively with the Michigan State Library consultants and Michigan State University to acquaint users with the available materials, the variety of applications possible, and what research has shown relative to their use.

The Center now houses the following general classifications of materials:

1) Classroom reference and instructional text materials geared to the special needs of the children.

2) Selective materials to assist parents to better understand the handicapping conditions of their children in order that they and the schools may plan successfully for the children's present and future needs.

3) A professional reference library for teachers of handicapped children and youth.

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4) Audio-visual materials to provide vicarious life experiences for those who, because of cultural deprivation or handicapping conditions, have not had those experiences which provide the opportunity or background conditioning to enable them to profit from the regular classroom.

5) A distribution center for instructional materials from which special education classroom teachers may draw to reinforce classroom teaching units or projects.

6) A library which houses specialized materials to meet specific students' needs. For example, this includes a remediation series for perceptually disabled children, materials to assist in vocational counseling and recreational planning, specialized materials for the visually and auditorily handicapped, etc.

7) A compendium of materials to assist teachers of underachievers or slow learners in the regular classroom.

This service is now available to approximately 5,000 public and non-public students who are currently receiving some form of special education service in the bi-county area. The need is recognized for instructional materials and library books that will meet the special and individual needs of all youngsters and it is intended to make similar services available to an additional 35,000 students and their teachers in the near future, as well as opening lines of communication with instructional materials centers in surrounding areas. However, before moving in this direction, with this grant we would continue developing a model regional special education services and materials center by concentrating on developing further the following areas:

1) Specialized materials to stimulate continuing intellectual growth of handicapped children through all modalities for learning.

2) Methods of disseminating information to parents regarding mental retardation, deafness, visual problems, emotional problems, cerebral palsy, speech problems, etc.

3) Source materials in the area of vocational planning for the handicapped.

4) Through other funding, specialized equipment for loan, i.e. braille writers, large print typewriters, auditory training units, low vision aids, language development equipment, page-turning devices, etc.

5) Professional reference library concentrating on journals and other published materials for specialists dealing with handicapped youth.

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6) Micro-filmed materials, such as those housed in the Library of Congress.

2. What plan do you have for the selection of materials for the Center?

Specific identification of the materials needed will be made by the special educators in the two counties (numbering approximately 250). They will be assisted by state and local school district librarians, directors of special education, audio-visual specialists, appropriate university consultants, and with personnel from the United States Office of Education project located at Michigan State University.

In addition to the special education directors acquainting teachers with the instructional materials center, the operational procedures, and types of materials which are desirable and available, we plan to make use of a media-mobile as a demonstration vehicle to:

1) Acquaint teachers and parents with the latest materials available.

2) Demonstrate applications of special materials through in-service experiences as well as consultant-to-teacher contacts.

3) Familiarize classroom teachers of the handicapped with the operational procedures of the instructional materials center.

4) Create additional interest in this project and thereby develop a list of materials based on the needs as recommended by teachers who have special problems.

5) Assist in the field-testing of materials to determine how, and if, they are effective.

Final approval for purchase of materials will be made by the special education directors of the two counties (Casimir F. Schacky, Deputy Superintendent, Special Education, Jackson County Intermediate School District; David Steel, Director of Special Education, Hillsdale County Intermediate School District; David Barrett, Director of Special Education, Jackson Union School District). An advisory board comprised of representatives from both counties, the Michigan Department of Education, the State Library, and the United States Office of Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University, specializing in library science, instructional, and audio-visual materials, will assist in developing procedures and policies. Those so far agreeing to serve in this capacity are:

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Robert Burd, Director of Instructional Materials and Title I Project Director, Hillsdale Community Schools

Mary Wolfe, Librarian, Hillsdale Community Schools

Norman Taylor, Coordinator of Science Education (in charge of instructional materials selection for Union School District)

Clair Sargeant, Director, Jackson Public Library

Eulalie Stratton, Librarian, Jackson County Library

Lou Alonso, Director, United States Office of Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University

Denise Vanchon, Field Director, United States Office of Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University

Margaret Cheeseman, Consultant, Michigan State Library

Purchases will be made by each intermediate board of education and these materials will become the property of the two intermediate districts who will staff the Center to maintain proper inventory and financial accounting.

3. What professional and clerical staff do you plan for this Center?

1) Librarian Consultant (special education teacher with library experience) This person will be hired jointly by the two intermediate boards of education to supervise the overall operation of the Center and branches.

The major responsibility of this person will be to maintain contact with the Michigan State Library, the Michigan State University Instructional Materials Center for Handicapped Children and Youth, and local librarians as a means of coordinating the efforts of each agency as it relates to meeting the needs of children with special educational problems.

This person will also organize and promote workshops and in-service training programs in cooperation with representatives of the United States Office of Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University to assure maximum use of materials and maximum benefits to the child.

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2) Clerk-Typist

This person will work at the direction of the librarian-consultant. The duties will consist primarily of maintaining records, shelving books, and assisting users of the Center — especially in the absence of the librarian-consultant.

4. State number of this staff currently employed.

None of the staff planned for the Center have been officially hired to fill positions called for by this proposal. The special education instructional materials center is maintained jointly by the Jackson County Intermediate School Office and the Hillsdale County Intermediate School Office. Cataloguing and lending services in each office is the responsibility of one of the special education division secretaries. Upon request, reference texts and instructional materials are provided locally by consultants on the staff and by direct mailing.

5. Outline plans for the physical facilities for this Center.

At the present time this Center is located as a part of the Hillsdale County Intermediate School District office building. Within the next few weeks the Jackson County School Office will be moving into more adequate facilities, at which time materials will be housed there also. The media-mobile will be used experimentally during this school year to ascertain the effectiveness of this method of providing an in-service "anchor point" as well as a means of displaying and distributing instructional materials. Should the Title III planning grant to develop a Professional Growth Center be approved, this funding would be used to plan the expansion of activities and determine staff requirements to establish a continuing comprehensive program. The necessary financial support would also be explored so as to make use of all known sources of assistance.

6. State your present and future plans for financing this Center.

The costs to provide personnel and physical facilities for this program will be shared on a pro-rated basis by special education funds of the Jackson and Hillsdale Intermediate school districts. Financing future operations will continue on this basis until a more complete and comprehensive center is in operation.

7. State your plan for circulation of these materials to teachers and students of both public and private schools in the district.

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Reference and instructional materials will be distributed by mail, delivered by consultants, or picked up personally. As this Center develops we will also provide the use of the media-mobile which will permit the perusal, previewing, and distribution of instructional materials and library books.

8. Have you applied under Title III, ESEA, for providing part of program outlined above?

The funds requested under our Title III, ESEA, planning grant for the development of a Professional Growth Center do not provide for any of the materials or services mentioned in this request, with the possible exception of the director of the instructional materials center whose duties would go beyond the immediate scope of this phase of this project.

This request is therefore not dependent upon Title III funds and can be implemented as an ongoing part of existing special education budgets. Should our Title III grant receive approval (announcement is due November 15, 1966) the potential of the special education materials center will be greatly enhanced and the project considerably broadened in scope.

At a special meeting of the Board of Education of the Jackson County Intermediate School District, held in the Jackson County Building at eight o'clock p.m., October 28, 1966, members present were Walter [illegible], Vice President; Lyle A. Tarrant, Secretary; Samuel Lehman, Treasurer; Theron Teller and Paul Mower. Absent: Fred Probert, President.

The following resolution was offered by member Samuel Lehman and supported by member Theron Teller.

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> RESOLVED, That a request be made under Title II of the Elementary and Secondary Education Act, jointly with Hillsdale County, for the request to complete the special education library which [illegible] be available to and used by all teachers and pupils.

The motion carried.

Dated: October 2[illegible]

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At a regular meeting of the Board of Education of the Hillsdale County Intermediate School District, held in the offices of the Hillsdale County Intermediate School District on October 12, 1966, the

members present were
Ralph Bach
George Clark
Carl Dawson
Dann Jennings
Russell Mull

The following resolution was offered by member Russell Mull and supported by member Carl Dawson

> RESOLVED, That a request be made under Title II of the Elementary and Secondary Education Act, jointly with Jackson County, for the request to complete the special education library which will be available to and usable by all teachers and pupils.

The motion carried.

Leo Lonsbury, Secretary
Board of Education
Hillsdale County Intermediate School District

Dated: October 12, 1966.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

October 26, 1966

Mr. Loren Flick
Jackson Intermediate School District
Jackson County Building
Jackson, Michigan

Dear Mr. Flick:

The USOE Instructional Material Center for Handicapped Children and Youth at Michigan State University is one of 10 regional centers forming a network to cooperate with and provide designated services to local school districts of the region. The Jackson County and Hillsdale County Intermediate School Districts were funded last year as the only Title II Instructional Material and In-Service Training Center for Handicapped Children and Youth in Michigan. Since our funding as a Regional IMC, we have developed liason with this Bi-county Center, recognizing that cooperative planning will prevent wasteful duplication of effort to more efficient use of federal funds. In this sense local centers could be thought of as cooperating satellite centers of a regional instructional materials center.

This is unique development in Michigan at the local level. We have from the beginning felt that resources should be close to the user in order to make an effective impact on the education of handicapped children and youth. We are in a position to enhance the in-service training aspect of the bi-county proposal and to supply needed field testing of material for handicapped children and youth. Further, our computer-based information retrieval system will provide teachers and administrators in the bi-county center, as well as others in the region with a rapid service regarding information about instructional material and material usage.

Enclosed is a brochure*describing the intent and services which will be made available to the Center at Jackson-Hillsdale Intermediate School District.

Sincerely,

Lou Alonso

Lou Alonso, Director
Denise S. VanAken, Field Director

LA:mkg

Enc.

*This brochure may be found in Appendix B, pp. 375-76.

MATERIALS TRAINING CONFERENCE
for
TITLE II INSTRUCTIONAL MATERIALS SPECIALISTS

Room 238 Erickson Hall

October 10-11, 1967

Title II Instructional Material Center of Michigan Intermediate School Districts

Intermediate School District	Director of Special Education	IMC Director
Wayne County acc.171-224-5585	June England 301 City County Bldg. 2 Woodward Avenue Detroit, Michigan 48226 acc.171-965-2750	George Moffett acc.171-CR 4-2600(39) 33030 Van Born Wayne, Michigan
Oakland County acc.172-338-7211	Dr. Paul Thoms Oakland Schools Campus Drive Oakland County Service Center Pontiac, Michigan 48053	Dr. David Wells acc.172-335-4192(242) Campus Drive Pontiac, Michigan 48053
Hillsdale-Jackson	David Steele 347 Beck Road Hillsdale, Michigan 49242 ac/517-437-3324	Harold Mahler 347 Beck Road Hillsdale, Michigan 49242 ac/517-437-3324(4)
	Casmir Schesky County Bldg. 221 South Jackson Street Jackson, Michigan 49201 ac/517-787-0350	Mrs. Hazel Oehlerking 1023 East Michigan Jackson, Michigan ac/517-787-0350
Kent County	Joe Northeck 49 Barclay, N.E. Grand Rapids, Michigan 49503 acc.174-456-5334	Russel Hornboker 49 Barclay, N.E. Grand Rapids, Mich. 49503 acc.174/456-5334(34)
Muskegon County	Robert Gutshall County Bldg. Muskegon, Mich. 49440 ac/616-726-4711	Dale Gibson County Bldg. Muskegon, Mich. 49440 ac/616-726-4711(243)
Calhoun County	Tracy Stockman County Bldg. Marshall, Mich. 49068 ac/616-781-5165	Doran Osborne County Bldg. Marshall, Mich. 49068 ac/616-781-5165(21)
Ottawa County	Kenneth Heuvelman 21 North 4th Street Grand Haven, Mich. 49417 ac/616-842-7640	Kenneth Burger 21 North 4th Street Grand Haven, Mich. 49417 ac/616-842-7640(26)
Washtenaw County	Fred Nowland Intermediate School Dist. 130 South First Street Ann Arbor, Mich. 48103 acc.173-665-8866	Daniel Blomquist 130 South First Street Ann Arbor, Mich. 48103 acc.173-665-8866(62)

Intermediate School District	Director of Special Education	IMC Director
Grand Traverse	W.L. Gilston, Superintendent Room 3, Court House Traverse City, Mich. 49684 ac/616-946-8920	Mrs. Muriel Long 10680 Penninsula Drive Traverse City, Mich.49684 ac/616-947-4959
Upper Penninsula	Superintendent 427 West College Marquette, Mich. 49885 ac/906-226-3556	Terry Gibson Northern Michigan Univ. Lee Hall Marquette, Mich. 49885 ac/906-225-5811(2128)
Berrien County	Walter Wend 505 Pleasant Street St. Joseph, Mich. 49085 ac/616-983-5561	Don Cameron 505 Pleasant Street St. Joseph, Mich. 49085 ac/616-983-5561(4)
Branch County	Ray Peake, Superintendent 66 South Monroe Street Coldwater, Mich. 49036 ac/517-278-2655	Thomas Arch 66 South Monroe Street Coldwater, Mich. 49036 ac/517-278-2655(afternoons only)
Charlevoix-Emmet	Charles Robinson County Bldg. Charlevoix, Mich. 49720 ac/616-547-6504	Charles Crosser, Admin. Ass't. County Bldg. Charlevoix, Mich. 49720 ac/616-547-6504
Coor. plus Gladwin (Clare)	Basil Godbold 408 East 4th Street Clare, Mich. ac/517-386-2397	Jack Raymond, Consultant 408 East 4th Street Clare, Mich. ac/517-386-2397
Gratiot County	Daniel Mahoney 204 South Main Street Box 3 Ithica, Mich. 48847 ac/517-875-4306	Clyde Benson 204 South Main Street Box 3 Ithica, Mich. 48847 ac/517-875-4306 George Gibbs Alma Public Schools Alma, Mich. ac/517-463-3111
Lenawee County	George Edison County Bldg Adrian, Mich. 49221 ac/313-265-2119	George Edison Sutton Road Adrian, Mich. 49221 ac/313-263-9673

Intermediate School District	Director of Special Education	IMC Director
Macomb County	Dr. Orlando Piroli 4th Floor County Bldg. Mt. Clemens, Mich. 48043 ac/313-468-0971	Pierce H. McLeod 10 Mullett Street Mt. Clemens, Mich. 48043 ac/313-468-0971
Monroe County	Richard Kaminska Special Ed. Coord. 110 East First Street Monroe, Mich. 48161 ac/313-242-5454	Mrs. Mary Daume Monroe County Library 37 South Custer Road Monroe, Mich. 48161 ac/313-241-5277
Montcalm County	Edna Helms Special Ed. Coord. 105 East Pine Stanton, Mich. 48888 ac/517-831-5550	Miss Margery Hohe 105 East Pine Stanton, Mich. 48888 ac/517-831-5550
Shiawassee - Clinton	Carl Bates Court House Annex Corunna, Mich. 48817 ac/517-RI 3-3408	Forest Haven Court House Annex Corunna, Mich. 48817 ac/517-RI 3-3408
	George Kallos 166½ Maple St. Johns, Mich. 48879 ac/517-224-2923	

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FUNCTIONAL BASIC READING

Published by Stanwix House

General Information

Functional Basic Reading is a new series of readers specifically designed for pupils whose reading ages are significantly below their chronological and social ages. These new publications -- designed to teach reading to pupils who are mentally retarded or slow learning.

Needs of the Special Class Pupil

The Functional Basic Reading Series differs from conventional readers in three important respects: (1) in the rate, complexity, and repetition with which the vocabulary and the reading skills are presented in a controlled developmental sequence; (2) in the reconciling of chronological, social, and mental ages because of the affect these age factors impose upon the learning ability and achievement of the child who is retarded; and (3) in providing readers for mentally retarded children who function at one of three different intellectual levels.

Basic Life Needs

A central theme in the area of "social living" is incorporated into the stories found in books of the reading series. The following objectives of this central theme are emphasized:

1. Learning to get along with others.
2. Learning to keep healthy and to live safely.
3. Learning the wise use of leisure time.
4. Learning to travel and move about.
5. Learning to manage personal affairs.

6. Learning to earn a living.
7. Learning home making and simple money management.
8. Learning the rights and privileges of a citizen.

These objectives are stressed by presenting them as integral parts of the story situations with the intention that the skillful teacher will use them as an added advantage to be gained from the reading lessons.

Successful Accomplishment Stressed

The child who is retarded may readily identify himself with the story content of each book in the series. All content is designed to provide strong motivation and a high interest level. The writing style provides short, dynamic sentences of simple structure. Paragraphs are also short, usually presenting a single thought. Every story is written from a specially developed vocabulary list.[1] Vocabulary introduction is controlled and presented according to a specified rate which is appropriate to the learning ability of the child who is mentally retarded. Words are repeated many times more in the individual stories than the usual word repetition associated with conventional reading series.

Parallel Readers

In order to supply each of these special pupils with a textbook of the correct reading comprehension and also have that book designed to appeal to the pupil's age group, it was found necessary to provide for three programs of instruction. These have been designated the Median I.Q. 70 Program, the Median I.Q. 63 Program, and the Median I.Q. 53 Program.

In younger children, the difference between Chronological Age and Mental Age is small. But as they grow older, this difference increases. Hence only one set of Reading Readiness materials are needed, but later two (i.e., About King A-2 and About King A-1), and eventually three (i.e., Something New AA-3, Something New AA-2, and Something New AA-1) versions of the same title are desirable.

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[1] Al Tudyman and Marvin C. Groelle, *A functional Basic Word List for Special Pupils*. Pittsburgh: Stanwix House, Inc., 1963, 1958.

Although identical as to title and story situation, there are two ways in which these parallel readers may differ. In all of the books with a single letter designator, designed for use with pupils under thirteen years of age, the text remains the same but the illustrations are matched to the different age groups. At about thirteen years of age, pupils are usually transferred to a Junior High School situation. For this situation, the story line and the illustrations for all three I.Q. Programs will be identical but the text will be edited to three different levels of reading comprehension. It will thereby be possible for the entire class to study the same stories and participate in class discussion.

Stanwix House, Inc.
3020 Chartiers Ave..
Pittsburgh, Pa. 15204
Price Sheet attached

PRICE LIST
Stanwix House, Inc.
Functional Basic Reading Series

The following titles are immediately available and shipment will be made within 30 days.

TITLE	UNIT PRICE
Getting Ready for Functional Basic Reading	$ 3.50
Our Dog - A Classroom Big Book	12.00
Steps to Reading - Individual pads 110,120,130,140,150,160.170,180, 210,220,230,240,250,260,270,280, 310,320,330,340,350,360.370,380, 410,420,430,440,450,460,470,480, 510,520,530,540,550,560,570,580, 610,620.630,640,650,560,670,680	.45
Steps to Reading (Complete Set)	21.60
The "Getting Ready to Read" Workbook	.50
The "Our Dog" Workbook	.50
A Functional Basic Word List for Special Pupils	1.50
Word Card Sets	15.00
Picture Cards	2.00
The Big Book for About King	6.00
About King - A--2	2.00
The "About King" Workbook - A--2	.60
About Mary and Bill - B--2	2.25
The "About Mary and Bill" Workbook - B--2	.60
About Friends - C--2	2.25
The "About Friends" Workbook - C--2	.60
About Fun and Play - D--2	2.55
The "About Fun and Play" Workbook - D--2	.60
About Things at Home - E--2	2.90
The "About Things at Home" Workbook - E--2	.60
About Going Away - F--2	2.90
The "About Going Away" Workbook - F--2	.60

TITLE	UNIT PRICE
Come Along - G--2	3.10
The "Come Along" Workbook - G--2	.75
Ready to Help - H	3.10
The "Ready to Help" Workbook - H	.75
Making Friends - I--2	3.55
The "Making Friends" Workbook - I--2	.75
Something to Do - J--2	3.70
The "Something to Do" Workbook - J--2	.75
World of Wonder - K	3.70
The "World of Wonder" Workbook - K	.75
Enjoy the Seasons - L	3.80
The "Enjoy the Seasons" Workbook - L	.75
Things to Believe - M	3.80
Something New -AA--3	3.80
Among Friends - BB- 3	4.00
The "Among Friends" Workbook -BB--3	.85
Gather Around -CC--3	4.00
The "Gather Around" Workbook - CC- 3	.85
Off to Work - AAA- 3	4.00
The "Off to Work" Workbook - AAA--3	.85
Making Friends - I- 1	3.55
Something to Do - J--1	3.70
About King - A- 1	2.00
About Mary and Bill - B- 1	2.25
About Friends - C--1	2.25
About Fun and Play - D--1	2.55
The Green-Eyed Monster	1.00
My Sound Book - S	1.25
Manual for Effective Use - S	1.25

TITLE	UNIT PRICE
My Sound Book - R	1.25
Manual for Effective Use - R	1.25
My Sound Book - Th	1.15
Manual for Effective Use - Th	1.25
My Sound Book - L	1.25
Manual for Effective Use - L	1.25
My Sound Book - K	1.25
Manual for Effective Use - K	1.25
My Sound Book - G	1.25
Manual for Effective Use - G	1.25
My Sound Book - Sh	1.25
Manual for Effective Use - Sh	1.25

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literature by USOE/MSURIMCHCY

Fitzhugh PLUS Program

Slow Learner
Mentally Retarded

I. Professional Guide to Spatial Organization Workbook I (It is not necessary to use this material in its entirety)

Programmed learning
Left to right learning proceedure
First 30 items - matching
Next 23 items - shape recognition and matching
Rotate objects visually (item 82)
Specified (item 95)
Area (item 143)
Framing (item 174)
Open figure (item 191)
Recognition of simular figures (item 214)

II. Professional Guide to Spatial Organization Workbook II (motorically following outlines)

Repetition (3 items per lesson)
PLSU Magic Scorer is not included

III. Professional Guide to Spatial Organization Workbook III

Graded for stimulus
(Not a beginning level)

I. Professional Guide to Language and Numbers Workbook I (a supplement to regular reading)

alphabet
Common nouns

II. Professional Guide to Language and Numbers Workbook II (applicable also to the non-verbal child)

Addition
Concrete illustration

III. Professional Guide to Language and Numbers Workbook III

Action verbs
Review material
Subtraction and multiplication taught same as in Workbook II

IV. Professional Guide to Language and Numbers Workbook IV (demands comprehension but not necessarily verbal)

Reading ability required
Prepositions
Incidental information
    days of week
    months
    time
    measurement
    area and money
Division

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V. Professional Guide to Language and Numbers Workbook V (a basic knowledge book-elementary)

Pronouns
Verb forms
Adverbs
Adjectives
Conjunctions
Preposition
Geography
Money

Banking
Interest
Insurance
Nutrition
Civics and government
History
Anatomy
Physiology
Even-space

Allied Education Council
P.O. Box 78 Galien Michigan 49113
Telephone: ac/616-545-3533
Price: $15.50

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literature by USOE/MSU IMCHCY

Mixie the Pixie
Basic Learning Series

Mixie the Pixie has been developed by the Special Education Materials Development Center. These first five volumes are an initial set of materials which will be expanded in number as more are developed.

Mixie the Pixie covers a wide range of learning skills and concepts. In addition to teaching reading, it's uses include developmental assistance in motor coordination language usage, number recognition, and comprehension of physical and social concepts It has further use as a diagnostic tool in the analysis of learning problems.

Designed for a wide range of applications, Mixie the Pixie can be used with Mental Retardates, Emotionally Disturbed, Culturally Disadvantaged, and Children with Special Learning Problems.

For each Mixie the Pixie student book, there is a corresponding teacher's edition. The teacher's edition has an outline for each individual page explaining the procedure to be followed, the skills and concepts involved, and the vocabulary that has been introduced. For each page there are further suggested activities listed that can be carried out by the teacher in addition to those described in the procedure.

Mixie the Pixie is a semi-magical figure who assumes no specific sex, color social class, or age level.

Through the use of Mixie, problem solving situations are presented which call for direct student answers. This question and answer style assists the student in early concept formation.

Special Education Materials Service Center
2020 R Street, N.W., Washington, D.C. 20009
Price: Book 1A $1.10
Book 2A,3A,4A,5A $2.10 ea.

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literature by USOE/MSU IMCHCY

The Michigan Successive Discrimination Reading Program

General Information

The Michigan Successive Discrimination Reading Program is a Language Arts Curriculum for Beginning Reading Instruction edited by Donald E.P. Smith, Ph.D. University of Michigan. It consists of two parts, a Readiness Program (Set A) and a Reading Program (Set B). The program is appropriate for slow, average, and fast learners and is recommended for adult literacy training. The material includes a set of self-instruction booklets and tapes and provisions for their use in a controlled classroom environment. A manual aids the teacher in classroom management techniques. The program begins with basic visual and auditory skills and progresses to words, sentences and paragraphs. Systematic training is provided in the perceptual skills necessary for primer reading. The program provides for learning experiences in the following areas: auditory discrimination, visual discrimination, space discrimination, letters, words, phrases, sentences, paragraphs, manuscript writing, cursive writing, phonemic analysis, spelling, oral composition, and comprehension. In final trial stages is a special soft tipped pen using a disappearing ink which will make the booklets reusable.

Ann Arbor Publishers
610 South Forest, Ann Arbor, Michigan 48104
Entire set costs $61.33 - A detailed price list is available from Ann Arbor Publishers and all parts are available separately.
Disappearing markers @$.50

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literature by USOE/MSU IMCRCY

Read With Me

General Information

Read With Me by Wilma Dell Pepper is a book of poems to supplement a beginning reading program. Starting with beginning vocabulary, vocabulary used in most basic series, it follows vocabulary progress through the first reader level. It contains a section of seasons and holidays, and one of beginning phonics. It is recommended as supplementary reading materials for Michigan Reading Program, Scott, Foresman, and Row, Peterson - Basic Reading Series. The book is illustrated and all pages may be memorized.

Ann Arbor Publishers
610 South Forest, Ann Arbor, Michigan 48104
Price: @$2.50
@$2.25 in quanities of 10 or more

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literature by USOE/MSU IMCHCY

Child Management: A Program for Parents and Teachers

General Information

Child Management: A Program for Parents and Teachers by Judith M. Smith, M.A. and Donald E.P. Smith, PH.D. from The University of Michigan is a self-instruction booklet for use of parents, teachers, and child care specialists. By solving over 150 problem situations which utilize psychological principles, the reader learns child management techniques. The adjective of the booklet is to provide a method of interpreting behavior to create a healthy learning environment.

Ann Arbor Publishers
610 South Forest, Ann Arbor, Michigan 48104
Paper Bound @$2.[illegible]
Hard Bound @$[illegible].00

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Cuisenaire Classroom Kit

General Information

The Cuisenaire Classroom Kit contains 25 bags of rods; individual bags contain 72 rods distribed as follows - 20 white, 3/8" x 3/8" x 3/8"; 12 red, 3/4" x 3/8" x 3/8"; 9 light green, 1 1/8" x 3/8" x 3/8"; 6 purple, 1 ½" x 3/8" x 3/8"; 5 yellow, 1 7/8" x 3/8" x 3/8"; 4 dark green, 2 ¼" x 3/8" x 3/8"; 4 black 2 3/4" x 3/8" x 3/8"; 4 brown, 3 1/8" x 3/8" x 3/8"; 4 blue, 3 ½" x 3/8" x 3/8" and 4 orange, 3 7/8" x 3/8" x 3/8".

In addition the Kit contains Classroom Kit Notes for the Elementary Teaching of Mathematics, Mathematical Awareness, Children's copy Book A, Book B, Book C, Book D and a sample pad of worksheets for Book A. Each book builds upon concepts developed in the previous. The plan in its entirety may be started in kindergarten and proceeds through fractions and percentages

Since the rods are primarily kinesthetic in nature they can be extremely valuable with visually handicapped children. Proper ratios may be established through the uniformity of the rods. All areas of mathematics, addition subtraction multiplication and division are covered. Since the rods are tangible the child can discover for himself mathematical concepts rather than verbalizations of the teacher. Finally kinesthetic discoveries can be transferred to abstractions by the child rather than through a sighted instructor.

The rods are valuable for all areas of education but their concreteness lends them extremely well to special education. They can be used in the fields of emotionally disturbed, deaf, and mentally retarded

Cuisenaire Company of America Inc.
9 Elm Avenue, Mt. Vernon, New York 10550
Classroom Kit @$57.50
Replacements and additions can also be purchased.

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literature by USOE/MSU IMCHCY

On Your Own Arithmetic

General Information

On Your Own Arithmetic is a self-teaching program in elementary arithmetic for use in special and remedial education. These programs are organized in vertical subject sequence and are divided into the following individual subject books:

A1. Concepts of Number, Size, Shape, and Position
A2. Addition and Subtraction Facts to 10
A3. Addition and Subtraction Facts 11 to 18
A4. Higher Decade Addition
A5. Multiple Column Addition
A6. Subtraction
A7. Multiplication and Division, Part 1
A8. Multiplication and Division, Part 2
A9. Multiplication and Division, Part 3
A10 Long Division

This program may be used independently by average second grade readers; it enables the child to check his answers immediately, correct them, and do this at his own speed. The program uses concrete, everyday examples in teaching the basic arithmetic skills Readiness for each sequence is determined by analyzing test errors from the previous program. The pupil who is ready for Program A5 will show satisfactory performance in Mastery Test for A4, but only limited understanding of material involved in A5. Parts of each program may also be assigned if only part is necessary.

A4 tests the pupil's ability to recognize addition when using symbols, and of his knowledge of notation and grouping by tens.

A5 tests the pupils ability to recognize the action of addition and his knowledge of grouping according to place value through thousands.

A6 tests the pupil's understanding of grouping and his ability to recognize the action of subtraction and the language of arithmetic used in subtraction.

Gage Textbooks
1500 Birchmount Rd., Scarborough 4, Ontario, CANADA
Price: Books A1,A2,A3,A4,A5,A6 $1.95 ea.

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literature by the USOE/MSU IMCHCY

FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION

..The first in a new Follett series of PERCEPTUAL READINESS PROGRAMS to help prepare each child for success in reading, writing, and problem-solving through the optimum development of his perceptual powers.

The Frostig Developmental Program covers 3 semesters and gives teachers the materials and techniques to help develop these 5 vital visual perceptual skills.

1. Perception of Position in Space exercises are designed to develop the child's recognition of the formation and directionality of figures and characters. This ability relates to reading and writing skills in such areas as distinguishing "3" from "e", "p" from "q", or "on" from "no".

2. Perception of Spatial Relationships exercises have this objective: to develop the child's ability to perceive positional relationships between various objects or points of reference -- for example, the order of letters in a word or of digits in a number, or the arrangement of material on a page. This ability has a direct bearing on the child's performance in reading, especially with longer words, and in computations, since he must remember the arrangements of numbers.

3. Perceptual Constancy exercises develop the child's perception and identification of forms, regardless of differences in size, color, texture, position, background, or angle of viewing. In other words, these exercises develop the child's ability to generalize with regard to visual material -- for example, to recognize a word if it occurs in an unfamiliar context or type face, or if it is printed entirely in capital letters, or to recognize that 3 means the same as 3+2=5.
   +2
   5

4. Visual-Motor Coordination exercises include isolation and recognition of overlapping, intersecting, or hidden figures, figure completion, and reversals of figure and ground. The ability to identify relevant stimuli from distracting backgrounds is important in such activities as using a dictionary, finding specific items in a table of contents or an index, or in solving word problems in arithmetic.

The Developmental Program now includes:

Teacher's Guides

With the help of these three guides, one for each Pictures and Patterns Book, any classroom teacher can help develop visual perceptual skills without additional training. Each of the guides includes easy-to-follow, step-by-step instructions for administering the student exercises. They include objectives of each exercise, how to present it to the class, what visual perceptual skill or skills are involved and expected results. Each includes a detailed explanation of the five basic areas of visual perception and common perceptual difficulties.

Acetate Overlays

Placed over the exercise pages, the clear acetate overlays allow the student to trace each exercise to develop needed muscular coordination. An important part of developing visual perception is the development of the muscular or motor coordination needed to guide the eye for reading, the hand for writing. These clear acetate overlays allow the student to first trace the exercise with his finger, then his crayon and, finally, he works on the exercise page itself. The acetate overlays may be erased and used again.

Physical Exercise Cards

The Physical Exercise Cards reinforce workbook learnings and extend important work begun in the workbook. A set of 60 cards provides instructions for physical exercises which help students to better develop an adequate body image and body concept. The cards can be used in the classroom, playground or gymnasium. They are to be used along with the Frostig Workbook as the children work on the paper and pencil exercises. They are programmed to develop directionality, laterality and other body concepts. Each classroom should have a set. Available in the fall.

Picture Discrimination Cards

Will be used to introduce and reinforce each child's ability to perceive pictures accurately. There will be a set of 25 cards, 8½ x 11, to help develop picture discrimination. The cards may be used with a small group or individual students. Each classroom should have a set. Available in the Fall.

3 Developmental Pictures and Patterns Books for use in pre-school, kindergarten or first grade

The three Pictures and Patterns Books for students represent the core of the Development Program. Each of the books contains step-by-step sequentially developed exercises that begin with the simplest of physical exercises and end with the creative solving of more complex visual perceptual problems.

Each has perforated pages so the children can remove the exercises to work on them or to take them home to their parents to show what they have accomplished.

Each book continues the development of the five visual perceptual skills most needed to learn to read, to write, to think arithmetically and scientifically.

Each Pictures and Patterns Book contains a Student Record Chart, designed to become part of the student's permanent file. This chart should include observations and results on any classroom work done on visual perception. The chart alerts future teachers to any remediation a student may have required in the past, in what perceptual areas he needed help, what success the student had in overcoming his problems, and to any remediation that should be continued in the following semester.

Each book covers about a semester's work.

The Diagnosis-Remediation Program

Once a classroom teacher recognizes that a child in her class is having visual perception difficulties, she should refer him to the school psychologist, testing specialist or reading specialist for testing.

The Standardized Frostig Test is given to all children with serious perceptual problems. The Marianne Frostig Developmental Test of Visual Perception helps establish the child's performance level in the five most important visual perceptual skills. All testing should be done by a psychologist, reading specialist, or testing specialist with small groups of 4 to 6 students.

Results of the test will reveal in which area or areas the child needs help. The specialist then selects the remediation exercises from the Frostig Program Box which will help the child strengthen his perceptual weaknesses. Next, the specialist confers with the classroom teacher and together they set up a remedial program for that particular child. The same child may be retested later to discover whether or not remediation has helped. If not, it is continued. If the child shows sufficient improvement, he is removed from the remediation program.

The Frostig Program Box

Provides the remedial exercises for all 5 visual perception areas that the psychologist or reading specialist will recommend to the classroom teacher. Once the psychologist or reading specialist has determined where the child's disabilities lie, remediation is started using the material in the Frostig Program Box that specifically applies to him.

The Teacher's Guide

Offers concise, step-by-step instructions that enable any classroom teacher to do the remediation with little training. Successful remediation of visual perception difficulties can be accomplished by a teacher setting aside only 15 minutes each day.

This might be the most important 15 minutes in the child's day. Especially since his whole academic future depends on his development of his visual perception skills now. The teacher uses the recommended exercises from the Frostig Program Box along with the Teacher's Guide for these exercises while doing her remedial work. The teacher will find that most children need remediation in these three perceptual areas: Visual-Motor Coordination, Position in Space, Spatial Relationships. Therefore, it should not be difficult for her to work in a small "remediation" group. The teacher should note the results of the Frostig Test and remediation on each child's Record Card so that future teachers will be aware of any difficulties, and remediation can be continued if necessary.

abstracted from manufacturer's
literature by USOE/MSU IMCHCY

FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION

Contents and Cost of the Frostig Program

Materials for the Developmental Program

I. Pictures and Patterns

A. Beginning Pictures and Patterns

Student book	$.72
Teacher's guide	$1.56

B. Intermediate Pictures and Patterns

Student book	$.81
Teacher's guide	$1.56

C. Advanced Pictures and Patterns

Student book	$.99
Teacher's guide	$1.56

II. Transparent Acetate Overlays

A.	15 in an envelope	$3.39
B.	100 in a package	$16.50
C.	500 in a package	$75.00

Materials for the Diagnosis Program

I. Frostig Test

Test Administration and Examiner's Kit	$7.87

Additional test booklets	$.60 each
Set of 25	$9.00
Set of 100	$28.88

Additional or Replacement Materials

Administration and Scoring Manual	$2.25 apiece
Test Monograph	2.25 apiece
Test Scoring Keys	.50 for 3
Test Demonstration Cards	1.50 for 11
Test Specimen Set	3.75

Materials for the Frostig Remediation Program

Frostig Program Box	96.90
Teacher's Guide	3.39
Ditto Masters Exercise Program	

Development Program - Follett Co.
Customer Service Center
P.O. Box 5705, Chicago, Illinois 60680

Diagnosis Program - Consulting Psychologists Press
577 College Avenue, Palo Alto, California 94306

Occupational Education
(Senior Retarded)

This is a series of nine filmstrips which deal with uns job areas in which the retarded or slow-learner will be able

1. The Job Interview - The techniques and procedures th during a job interview are introduced.
2. Stocker In a Super-Market - This filmstrip deals mainl techniques of marking prices, and packing.
3. The Waitress - This filmstrip deals with the basic skil the importance of the relationship with the customers th needs to possess.
4. Fixing a Flat Tire - Since fixing a flat tire is a fixed p[illegible]e, it is more important that the student learn the order of procedure. This procedure is presented in the filmstrip.
5. How to Use Your Checkbook - This filmstrip deals how to open, handle and keep a checking account.
6. The Variety Store - The purpose of this filmstrip is to acquaint the student with the problem of a large stock of items, and their uses.
7. The School Cafeteria Worker - This filmstrip deals with some of the tasks and jobs a worker should know such as scraping dishes, filling the dishwasher and checking napkin containers. It also stresses the fact that efficiency in this job might lead to a bigger and better job.
8. The Nurses Aid - This filmstrip only deals with the proper ways of making a a bed.
9. The Gas Station Attendant - This filmstrip deals only with the area of his job responsibilities, that is in servicing the car that pulls into the station for gasoline.

Eye Gate Filmstrips, Jamaica, New York
Price: $39.00

abstracted from manufacturer's
literature by USOE/MSU IMCHCY

WE'RE GROWING UP
Eye Gate Filmstrip No. 194

I. A group of four films (in sequence) accompanied by records. Real children's voices are used. Kindergarden

II. Ideal for the partially seeing child (the totally blind can derive some benefit).

III. Ideal for the mentally retarded child.

FILMS:

A. A Big Day for Johnny - a beginning film for teaching young social habits.

B. A Picnic in the Park

   1. group play

   2. creative ability

C. I Made it Myself - self-expression.

D. The Safe Way - emphasizes the importance of obeying safety rules in all areas of life.

Eye Gate Filmstrips
Jamaica, New York
Price: $30.00

abstracted from manufacturer's
literature by USOE/MSU IMCHCY

Patterns of Behavior
(Eye Gate Filmstrips)

I. Billy the Bully

This filmstrip is about a boy who wanted to be elected president of his club. However, he didn't realize that there is a difference between being feared and being respected, and being noticed and being liked. To his dismay, he was beaten by a quiet helpful boy.

The question proposed from the filmstrip is "What kind of a student would we want as our class president?"

II. Freddy Forgot

This is the story of a boy who is continually neglecting his duties and always with the excuse, "I forgot." A camping trip with is father was spoiled by Freddy's many "forgots." The theme for discussion in this filmstrip is one of responsibility.

III Sarah Is Shy

This is the story of Sarah, who through shyness, does not participate in the games of her classmates.and has few friends. A fire awakens Sarah one night: she turns in the fire alarm and becomes a minor heroine. Thus she discovers the world of friends and pleasures. The basic point here is: "How to Overcome Shyness."

IV. All of Us Together

The concept manifested here is that of teamwork. Each member of a family has specific tasks and when one person shirks his duty, another must do the work, thus throwing off a whole team.

V. Different May be Nice

Two children home after school, are discussing a new boy in their school who is "different." No one wants to play with him. Their neighbor offers them some cookies which she has baked; they are different, for they are Swedish cookies. She reminds them that the world would be dull if everyone ate the same food and looked just alike.

VI. The Red and Blue Top

This filmstrip is concerned with honesty. Peter envies Jimmy's top and when Jimmy loses the top, Peter pockets it. The story tells how Peter decides that he wants to return the top. Peter is influenced by the attitude of his friends, but the final influence in his realization is that for every taker there is a loser and that his joy is at the expense of another.

VII. Greedy Grace

This filmstrip tells the story of a greedy little girl. As a result of overeating she has a bad dream which relates to her day's activities. In the end Grace realizes that greediness brings only grief and unpopularity.

VIII. Andy Walks the Dog

This filmstrip is concerned with responsibility. Andy who loves dogs has no dog of his own. By meeting the test of responsibility in taking care of his neighbor's dog, he is rewarded by being given the dog for his own.

IX. Penny and Mary

This filmstrip tells the story of Penny and her new friend Mary. Mary has many more material things than Penny and at first Penny is jealous. Penny comes to realize that although Mary does have many things that she does not have, she also has many things that Mary does not have. She sees that each of us have compensations and that she and Mary have much to share and enjoy with one another.

Eye Gate Filmstrips, Jamaica, New York
Price: $39.00 per kit

abstracted from manufacturer's
literature by USOE/MSU IMCHCY

Concept Records

General Information

Concept Records include three Volumes of "Basic Songs for Exceptional Children". There are 3 records of approximately 20 minutes length at 33 1/3 rpm. Volume I includes songs of basic concepts and self-identity, time relationships and sequences, and environmental experiences. Volume II includes songs about cleanliness, food, and exercise and rest. Volume III includes songs requiring directions accompanied by body movements. Each volume includes an instruction manual containing complete lyrics to all songs on the records.

These records are extremely valuable for the visually handicapped child. Volume II, which is concerned with personal hygiene, contains a wealth of information. The songs do not contain catchy melodies, but, rather are concerned with health habits. The accompanying tune suggests the words. Cleanliness songs suggest the proper methods for bodily care. Poor eating habits are discouraged by the nutrition songs. Volume III is an excellent source of pre-cane mobility skills. Songs for limbering exercises, and directionality are included.

As the title implies, the records are specifically oriented to exceptional children. Their use for mentally retarded is excellent since an emphasis is placed on general living with a repetitive element in each song. The whole series used slowly and progressively would be applicable for the retarded. The physically handicapped child would expecially benefit from volume III since the exercises through songs develop muscles. Emotionally disturbed children would benefit from all volumes since the songs imply healthy living principles. General social habits are expressed throughout all records. In summary the records are specifically programmed for exceptional children mainly in their repetitive nature and stress of social living.

Concept Records
P.O. Box 524, North Bellmore, Long Island, New York
Price: $5.95 Ea.

abstracted from manufacturer's
literature by USOE/MSU RIMCHCY

Bell and Howell Language Master

The Bell and Howell Language Master, to be used primarily in teaching language skills, consists of 2 major parts -- a "Language Master" audio Instructional Device and "Language Master" cards. Two models of the Instructional Device are available. Model 711B (available in rotating display) is self-contained, portable and designed for small group and individual situations. The Model 711C without case and speaker is for use with headsets in permanent installations.

Cards are available that are pre-recorded or blank. Instructions for preparation of the cards are outlined in the operating manual. The pre-recorded cards cover the following topics: Sound Blending and Beginning Phonetic Skills (Set I); Consonant Blends and Irregular Phonetic Elements (Set II); Word Building and Word analysis Techniques (Set III).

The set could be used with students needing remedial help, with some hard-of-hearing students (by using the headphones and volume control), and with blind students (by substituting or adding tactual stimuli).

Bell & Howell
7100 McCormick Road, Chicago 45, Illinois
Price: $250.00 Headphones: $28.00

REPORT ON THE EVALUATION OF VISITING DAY

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I. Comparison of Results of Visiting Day Questionnaire March 22, 1968 and April 26, 1968

Item No.	Content	Month	Percent of respondents indicating perfect satisfaction	Average scale rating by respondents indicating a deficiency	Average scale rating by respondents indicating an excess
1.	Amount of Information about library	March	43%	.70	.80
		April	63%	.00	.75
2.	Amount of Information about consultant	March	22%	1.10	.67
		April	36%	.8[illegible]	.67
3.	Amount of Information about materials development	March	61%	.90	.75
		April	64%	.00	.87
4.	Time to talk with staff members	March	26%	1.29	.75
		April	27%	1.43	.00
5.	Rate of demonstration of materials	March	30%	1.55	.80
		April	64%	.00	.50
6.	Variety of materials demonstrated	March	35%	1.35	.50
		April	45%	1.00	.75
7.	Time to examine materials in library	March	43%	.75	1.00
		April	27%	1.57	.00
8.	Time to ask questions	March	78%	1.00	1.00
		April	82%	1.00	.00

Explanatory note: Ratings for individual items can take values from .00 to 3.00, .00 expressing complete satisfaction and 3.00 maximum dissatisfaction in respect to either a deficiency or an excess of the subject matter of the item.

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II. Discussion of results of the two administrations of the questionnaire.

The general satisfaction of visitors was greater on the April visiting day. With the exception of Item 7, all items showed an increase in the percent of individuals who were perfectly satisfied with the topic of the item. Also, the range of total scores over the set of eight items indicates the relative increase in satisfaction. On March 22nd, the range of indicicuals' total scores was 1.00 to 9.00, with the average score of 4.17. On April 26th, the range was .00 to 7.50, with the average score of 3.32. (Range of total possible scores: .00 to 24.00--from zero to three points for each of eight items).

Some specific conclusions can be drawn from the results. There were significant changes in the degree of satisfaction with (1) the amount of information provided about the functions of the library, with (2) the amount of information about the functions of the consultants, with (3) the rate of demonstrations of materials, and with (4) the variety of materials demonstrated. All were changes reflecting greater visitor satisfaction.

There was a clear decrease in satisfaction with the amount of time provided to examine materials in the library on the April 26th visiting day. Visitors indicated a desire to have more time to examine materials.

Because the needs of individuals and groups visiting us will always be different, it is unrealistic to expect that the content and pacing of our presentations will answer these needs perfectly for a large proportion of a given group. In fact, items that consistently receive 75% or more of "perfectly satisfied" ratings should be discarded in favor of items that are more sensitive to the needs of different groups as well as to differences in the presentations by Center staff.

The most important aspect of the evaluation process is to decide why the results reveal changes in visitor satisfaction. The replies written by visitors to the free-response items give many clues. These are attached to this report.

Lois Williams, Evaluation Specialist
May 3, 1968

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IN WHAT WAY COULD WE INCREASE THE VALUE OF VISITING DAY FOR OUR VISITORS?

Comments as written by visitors: March 22, 1968

The materials were shown at random. Have specific time slots--blind, hearing, etc.--and show all the materials in that field at one time.

It's really well organized and well presented.

Have materials and personnel directly related to the interest areas as noted on our reservation form.

It was most informative--the day was very beneficial.

I feel one day should be allowed for one specific area of special ed. This way more material could be seen and demonstrated.

By having more specific materials in Speech Correction demonstrated and discussed.

When visitors tell which area they are interested in, the center could offer more materials in that specific area. Not enough recent materials for speech therapy.

Perhaps more materials could have been shown on Speech Therapy. This field seems to have been slighted in terms of other areas--blind, M.R.

Opportunity to work with materials and items being demonstrated.

It was very enjoyable.

Allow more time for questions and comments (and opinions) by visitors.

Have only one field presented.

Let us have more chance to handle the materials and how to use them.

People were from various aspects of special ed and time spent on one interest did not apply to others--if possible to take each group separately, more specific and more gained--less time on unapplicable materials.

We would prefer smaller groups to walk around and ask individual questions about materials.

No response to question: 8
Total number of respondents: 23

III. Comments by visitors, April 26, 1968

Might have the visitors observe the feeding of a specific question into the computer when it is working to see the process.

Very informative and helpful.

It might be helpful to know of the computer service before visiting day and have a question prepared for the computer if we wished.

Send out more detailed information as to what will be covered.

More frequent visitations would serve as a shot in the arm.

Keep more of the same.

Ask each visitor to hand in a note before program stating their particular problem or interest in order to insure covering that area.

No response to question: 4
Total number of respondents: 11

IN WHAT WAY COULD WE ADD TO THE INTEREST OF VISITING DAY?

Comments as written by visitors, March 22, 1968:

Have more room and more materials!

More group participation.

Brief introduction of visitors.

I think a better coverage of materials. Many were shown for other areas of special education, but again only a few for speech therapy.

More in specific areas.

Perhaps have therapists from various areas visit together.

More display materials for speech and less demonstration.

Nothing can be added.

It's well done as is!

For those in speech, I feel the general meeting in the morning is fine and then possibly a view of the speech clinic at the university in the afternoon.

Somewhat more time in the library.

No response to question: 12
Total number of respondents: 23

Comments as written by visitors, April 26, 1968

Demonstration especially of interest with prices.

Mention areas of research that could be done by visitors to assist the Mat. Research Center.

More opportunity to browse. Sitting and listening to speakers becomes tiring.

Give more time for individual handling of the materials and more explanation on how they can be used.

No response to question: 7
Total number of respondents: 11

COMMENTS REGARDING ANY ASPECT OF THE DAY'S ACTIVITIES:

Comments as written by visitors, March 22, 1968

As a speech therapist, I found very little new or valuable information or materials directly applicable to my area. I had expected a more definite approach; more definite view toward speech and language applicable to the public school therapist. I felt this was probably much more valuable to mentally handicapped area or perhaps deaf and hard of hearing.

Enjoyed the opportunity of seeing not only new materials but the small group.

Perhaps more materials and/or information relating specifically to speech correction would have been helpful.

I would like to have a list and company name of materials in case we would like to make purchases.

Speech materials on display are somewhat old--possible more recent materials should be obtained--otherwise a baluable asset to this region.

Very stimulating. Trip was certainly worthwhile. Numerous handouts were quite helpful.

Most of the materials you offered for speech correction I have already seen. More for speech--the demand is present. This is a very worthwhile center for Special Education.

This is excellent for areas of mentally handicapped, deaf and blind. The area of speech seemed rather limited.

The center has a wonderful collection of materials and they were demonstrated nicely. Both speakers were interesting.

The type of program was excellent. But I feel we could develop more of the areas. Set aside certain times when various areas of Special Education could be discussed.

Thoroughly enjoyed and appreciated the opportunity to visit the center.

Well prepared.

Interesting, I enjoyed it very much.

No response to question: 10
Total number of respondents: 23

COMMENTS REGARDING ANY ASPECT OF THE DAY'S ACTIVITIES:

It is very helpful to be able to see and examine materials available for use.

It was a very fine program and the fact that you have several repeat sessions throughout the year is important--so that more persons can come.

The materials and demonstrations stimulated me to more ideas for using yours and other materials in the classroom. This is very effective for upgrading educational procedures.

Excellent (I gained quite a deal of information. Actually seeing the materials made it more impressive than just reading about it.

The activities were very educational for me.

I really gained more then I expected. But maybe too much was packed into too little time.

Thank you for the opportunity to preview much needed materials.

Was impressed with the enthusiasm of the staff. Glad I came. Hope to return in the future.

The providing of lists or printed materials to go along with visual and oral presentation was helpful--such as the Instructo and Milton Bradley Co.

No response to question: 2
Total number of respondents: 11

A MODEL FOR REGIONAL CONFERENCES ON THE USE OF INSTRUCTIONAL MEDIA AND A SAMPLE PROGRAM FROM A CONFERENCE

1970-71

A Model For Regional Conferences On The Use of Instructional Media in The Education Of The Handicapped

The Michigan Department of Education recommended that its local school districts adopt regional planning to make needed educational services available to a greater number of the state's children. This recommendation is especially applicable to special education programs and services which must be designed for a low-incidence handicapped population.

To facilitate the trend towards regionalization, the Special Education Services Division of the State Department of Education, Michigan State University's Regional Instructional Materials Center for Handicapped Children and Youth and the Midwest Regional Media Center for the Deaf in Lincoln, Nebraska, cooperated in the planning of three regional in-service conference models.

The initial step taken by this group was to delegate a consultant from the State Department of Education to call a meeting of representatives (March 5, 1971) from a five-county region of the State of Michigan. The purposes were to:

1. Determine whether such conferences would be feasible.
2. Discuss the content of the conferences.
3. Design a format for the conferences.
4. Select a chairman from the region to be responsible for the overall conference.
5. Select two teachers of the deaf to attend the Lincoln, Nebraska eight-week media workshop (Summer, 1971).

The state-sponsored meeting resulted in the development of the following regional in-service program:

1. Concensus was reached that such a regional meeting was needed.
2. Selection of two southwest regional representatives to attend the eight week workshop in Lincoln, Nebraska, and, in turn, to act as resource leaders at the regional conferences. Those selected to go to Lincoln were teachers of the hearing impaired, because it was felt that they already were knowledgeable in using media for the development of language and too, that Dr. Stepp's federal funds are allocated to improve instruction for the hearing impaired.

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3. It was decided that there should be two day and a half spring regional mini-conferences utilizing the two resource teachers who participated in the eight week summer session at Lincoln. Enrollment in each mini-conference would be [illegible] to 30 teachers and teacher counselors of the [illegible] who work with the hearing impaired.

4. It was agreed that the state consultant would submit a proposal to the Federal Government for a five day media workshop to be held the summer of [illegible] following the mini-conferences. At the summer conference (July [illegible]-14, [illegible]), resource teachers trained at the mini-conferences would spend five days designing and developing units of study utilizing various types of media. Teachers of all exceptionalities will be invited to attend the summer conference and be reimbursed for their participation ($15.00 per day for five days).

5. Dr. Stepp, from the Mid-West Regional Media Center for the Deaf, agreed to supply software and staff for each of the regional conferences.

6. Mr. [illegible] Noorthoek of the Kent Intermediate School District was elected conference chairman for the Southwest Regional Conferences. The State Department of Education agreed to help Mr. Noorthoek to organize these conferences.

7. The U. S. Office of Education, Michigan State University, Regional Instructional Materials Center for Handicapped Children and Youth agreed to aid in planning and to loan equipment for the conferences.

8. Two teachers of the deaf agreed to participate in the summer workshop on media in Lincoln, Nebraska. They also agreed to assist in the planning and development of the three regional conferences.

Following the eight week summer Institute, the Michigan State Department consultant arranged a meeting with the regional chairman and resource teachers to discuss the format of the conferences. The responsibility for conference announcements and future meetings was placed in the hands of the regional chairman. The first conference program was finalized by a small committee composed of the regional chairman, the two resource teachers and the state department consultant. Dr. Stepp advised this committee by a conference telephone call. (The program for the mini-conferences is attached. A copy of the federal grant request for the summer conference under P.L. 91-[illegible] (Section [illegible]) is attached also.)

On May 11, [illegible] the regional chairman invited Dr. Stepp, the state department consultant and the MSU/RIMC field services coordinator to a pre-planning session to discuss arrangements for the summer institute. Later in the day, the two resource teachers and the superintendent of the school district where the conference is to be held, will join this group to finalize activities for the summer workshop.

Tentative Schedule

~~THE~~ REGIONAL CONFERENCE ON THE USE OF INSTRUCTIONAL MEDIA IN THE EDUCATION OF THE HANDICAPPED

July 10 - 14, 1972
KVISD Building
Kalamazoo, Michigan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Registration ↓	"Bulletin Boards" by Tim Hertz, KVISD (Large Group)	"Cameras and Kids" by Tim Hertz, KVISD (Large Group)	"The Open School" KVISD Staff (Large Group)	Multi-Media Presentations (Large Group)
9:30	Orientation (Large Group)	↓	↓	↓	↓
10:00	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15	Storyboarding (Large Group)	Unit Preparation	Unit Preparation	Unit Preparation	Unit Preparation and Conferences Between Staff and Participants
10:30	Unit Planning	↓	↓	↓	↓
11:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	Unit Preparation	Unit Preparation	Unit Preparation	Videotape Recording (Group B) also Unit Preparation	Unit Preparation and Conferences
2:00	↓	↓	Videotape Recording (Group A)	↓	↓
3:15	↓	↓	Unit Preparation	↓	↓
3:30 - 4:00	↓	Interaction (Large Group)	↓	Interaction (Large Group)	Evaluation
6:00	Dinner for Entire Group		Dinner for Entire Group		
7:00		Optional Lab		Optional Lab	

This workshop is sponsored by the Michigan State Department of Education in cooperation with the Southwestern Michigan Area, the Special Education Instructional Materials Center at Michigan State University and the Midwest Regional Media Center for the Deaf at the University of Nebraska.

INSTITUTE STAFF

Dr. Mary Blair, Consultant for Special Education, Michigan State Department of Education, Lansing, Michigan

Mrs. Jennell Dennis, Teacher, Michigan School for the Deaf, Flint, Michigan

Tim Hertz, Graphics and Photography Specialist, KVISD, Kalamazoo, Michigan

Miss Karen Kott, Teacher/Counselor, Portage Public Schools, Portage, Michigan

Joe Levine, Coordinator, Technology for Dissemination, Special Education Instructional Materials Center, Michigan State University, East Lansing, Michigan

Mr. George Propp, Assistant Professor, Teacher Preparation: Education of the Hearing Impaired, Northwestern University, Evanston, Illinois

Mrs. Sally Snyder, Assistant to the Director, Midwest Regional Media Center for the Deaf, University of Nebraska, Lincoln, Nebraska

Dr. Robert Stepp, Director, Midwest Regional Media Center for the Deaf, University of Nebraska, Lincoln, Nebraska

Miss Sue Yovanovich, Field Services Coordinator, Special Education Instructional Materials Center, Michigan State University, East Lansing, Michigan

A LIST OF PUBLICATIONS OF THE GLR SEIMC AND SAMPLE DOCUMENTS

USOE/MSU RIMC-HCY

Regional Instructional Materials Center
For Handicapped Children and Youth

213 Erickson Hall Michigan State University East Lansing, Michigan 48823

REGIONAL IMC PUBLICATIONS POLICY

The Regional IMC is phasing out the distribution of copies of documents to individuals. A complete set of documents is housed in the IMC Library, Room 133, Erickson Hall, Michigan State University, East Lansing, Michigan, where copies are available for loan and reproduction for personal use.

Single copies of each of the IMC publications will be sent to university libraries within our region, IRMC Coordinators (Ohio), Regional and Curriculum Resource Consultants (Indiana and Michigan) and various other agencies as we deem appropriate. The documents are intended as library acquisitions. We encourage the various agencies to reproduce the documents to support the informational needs of their patrons.

DISSEMINATION DOCUMENTS:

___ Variable-Interval Sequenced-Action Camera (VINSAC)
___ Selective Observation Simulator (SOS)
___ Automated Braille System (AUTOBRAILLE) (1)
___ Using Instructional Materials with the Visually Handicapped (1)
___ DUB: A Format for Writing Descriptive Literature
___ Graphic Aids for the Blind (1)
___ Educational Uses of Cartridge Tapes (7)
___ Regional Information Centers: A Frontier in Small Library Automation (8)
___ Articulation of Information Systems (8)
___ Research in Learning by the Handicapped: A Bibliography
___ Speed Listening: An Introduction to Speech Compression

MONOGRAPH SERIES:

___ A Survey of Materials Usage & Needs in the Instruction of the Visually Handicapped Student (1)
___ A Survey of Materials Usage & Needs in the Instruction of Handicapped Students
___ Empirical Study of Instructional Materials Evaluation in Special Education (6)
___ Diagnosis of Specific Learning Disabilities and Prescriptive Teaching
___ Instructional Materials Development (7)
___ Self-Instructional Materials for the Visually Handicapped (1)
___ Commercial Materials for the Visually Handicapped (1)
___ Teacher-Made Materials for Use in Special Education (7)

PROSPECTUS SERIES:

___ The Portable Tape Player
___ The Talking Dictionary
___ A Recorded Aid for Braille Music (1)
___ The Suitcase Tutor
___ Simulation and Recording Device for Research in Programmed Instruction (SimulaR)
___ The Money/Counting Kit

TECHNICAL PAPERS:

___ Abstractors Manual (5)
___ Keypunching Manual (5)

MISCELLANEOUS:

___ Position Paper: Evaluation of Instructional Materials (6)
___ The IDEA Series (7)
___ Driver Education Crossword Puzzles (2)
___ Driver Education Stop & Go Game 1 (2)
___ Driver Education Stop & Go Game 2 (2)
___ Speech Improvement for the Trainable Retarded (3)
___ Speech Improvement Activity Book (3)
___ Tapescript: Administration of the Visual Efficiency Scale (4)
___ Tapescript: Methods and Materials for Improving Low Vision Skills (video tape recording) (4)
___ An Outline to Accompany Methods and Materials for Improving Low Vision Skills (4)
___ Utilization of Low Vision Materials Equipment List (4)
___ Selected Bibliography Related to Visual Functioning (4)
___ Instructional Materials Center Forms

ABSTRACTORS MANUAL

January, 1970, 4th Edition

Carl F. Oldsen, Librarian
and Coordinator of
Information Systems

**USOE/MSU Regional Instructional
Materials Center for Handicapped
Children & Youth**

213 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48823

Technical Papers of the
Center, No. 1

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

***Member Instructional Materials Network for Handicapped Children and Youth
U.S. Office of Education – Bureau of Education for the Handicapped**

Preface

This manual explains the use of forms and techniques needed to prepare information for the IMC-HCY information retrieval system. An abstract must be prepared for each individual item acquired by the Center to fully utilize the Basic Indexing and Retrieval System (BIRS)[1] now being used. This booklet is the result of what has been learned to date in preparing over 3500 abstracts of audio-visual materials, curriculum materials, professional documents, educational equipment, and journal literature. It also contains passages from the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.[2]

Other manuals are available: *IMC-HCY Library Procedures Manual*;[3] *Keypunching Manual*;[4] *Data Processing Manual*;[5] and the over-view paper, "*Regional Information Centers: A Frontier in Small Library Automation*."[6]

REFERENCES

[1] Vinsonhaler, John F. "BIRS: A System of General Purpose Computer Programs for Information Retrieval in the Behavioral Sciences." Michigan State University, 1966.

[2] ________. Council for Exceptional Children Information Center, Washington, D.C., 1968.

[3] Oldsen, Carl F., and McKessey, Kay, IMC-HCY Library Procedures Manual, USOE/MSU Regional Instructional Materials Center for Handicapped Children & Youth, Michigan State University, 1969.

[4] Oldsen, Carl F., & Spagnuolo, Lenore, Keypunching Manual, Ibid

[5] Simmons, John, Data Processing Manual, Ibid

[6] Oldsen, Carl F., and Vinsonhaler, John F. "Regional Information Centers: A Frontier in Small Library Automation," in Proceedings Fifth National Colloquium on Information Retrieval. 3 I Press, Philadelphia, 1968.

GENERAL INSTRUCTIONS

Abstracting is the art of summarizing the contents of a written work. For our purposes this includes selected audio visual aids, curriculum materials, professional documents, educational equipment and journal literature.

The two primary purposes of our abstracts are to provide information that will assist the user in deciding whether to examine the original item, and to provide data for the computer programs to extract descriptive terms for our information retrieval system.

While there are many types of abstracts, TICA-3[1] a selective type of abstract is best suited for our needs, since it emphasizes information of interest to particular groups of the IMC's clientele.

Although the preparation of a good abstract demands abilities of a high order, it can constitute excellent training for whatever field the student plans to enter. For effective results it is highly desirable that the abstractor adopt a uniform method of preparing abstracts. The following guidelines and forms are designed to make the procedure concise and to encourage a writing habit that is conducive to preparing quality abstracts.

Uniformity should extend even to the methods of indenting and the visual break up of the material, since a solid page of typewritten material is less inviting to read. Accepted rules about paragraph writing must be followed, especially those regarding coherence and unity. Generally, the first sentence states the topic and because it occupies this strategic position, it should be as full and accurate a statement as possible of one of the following: (1) what the article says, (2) what the total subject and scope of the document is, or (3) what the author's purpose is in writing the document.

---

[1] Elias, Arthur, Editor. Technical Information Center Administration 3, pp. 27-44, Spartan Books, 1967.

The next paragraph describes the contents of the document, such as pertinent subjects covered, research methods used and conclusions drawn. The abstractor should use as many sources of reference materials as are available, including publisher's catalogs, sales brochures, manufacturer's literature, manuals and the item itself. Care should be taken, however, not to quote directly from any literature, but rather to express the information in the abstractor's own words. Useful in gathering information is the book jacket which sometimes gives a pertinent account of the document. The table of contents with a sentence or two about each major heading can help in furnishing the required balance for the abstract. Also helpful are any summaries at the ends of chapters or at the book's conclusion. Check the beginning of each chapter or section for important information, usually designated by one of the following:

A. Boldface (heavy type)
B. Abstract
C. Summary
D. Conclusion
E. First Paragraph
F. Last Paragraph

A final paragraph should be the author's and not the abstractor's interpretation. It may be either the author's specific answers to the problem or his theoretical and/or practical conclusions. The abstractor should always avoid using his own qualifying words, such as "excellent," "unusual," and "thorough." It must be clear that any conclusions or implications stated are those of the author. While a background of professional knowledge and interest can be an asset to the abstractor, it can also be a block to objectivity. It must be assumed that the potential user of the system is in search of factual information, not the judgment or professional opinion of the abstractor.

A common defect in the preparation of an abstract is the overemphasis of incidental and minor details. Some attention, therefore, should be given to the relative proportions and importance of the material to be included. Correct word choice (see page 4) and sentence structure will help to make your meaning immediately clear to the reader.

In general, the best procedure in preparing an abstract is to read or peruse the item briefly to get an impression of its content, and make appropriate notes. Then reorganize these notes and write the abstract. A major pitfall to be avoided is beginning each paragraph or sentence with "This book," "The book," "This article," "It is suggested that...," or "It was found that...," or "It was reported that..." Abstracts in which most sentences end with "...are discussed" and "...are given," are equally ineffective. Try inverting the sentence to say, for example, "Blindness is the major subject dealt with in this book," rather than "This book is about blindness." Try also "The subject of this book...," "A main concern...," "The primary focus..." The tables on page 4 furnish phrases and beginning words to help in this matter.

The abstractor should use complete sentences and present the material briefly rather than in a flowing literary style. Through the intellegent use of transitional words and phrases, one can avoid writing a paragraph that is nothing more than a series of sentences, each one summarizing a separate topic in the document. Try not to use words in the abstract which are already in the title.

If acronyms are used, the full wording represented should be written out the first time it appears; e.g., "American Educational Research Association (AERA)." Letters in acronyms are not separated by periods, and an acronym should not be given if the full name or title will appear only once in the abstract.

Abstracts are normally limited to 250 words, including the information on the abstract form. If an abstract contains more than 250 words, modifying words (adjectives, adverbs) and other less important words should be deleted, as conciseness in the abstract is of paramount importance.

The following tables are intended to jog your thinking about writing more concise abstracts.

Do you mean this?	Or this?
Basically	Essentially
Occur	Transpire
Infer	Imply
Oral	Verbal
Capacity	Ability
Degenerate	Deteriorate
Apparent	Evident
Presume	Assume

Avoid trite words and some of the overworked terms in present day usage.

Instead of this	Try this
Implement	Carry out
Utilize	Use
Activate	Begin
Indicate	Show
Optimum	Best
Vital	Important
Investigate	Study
Profile	Outline
Terminate	End (stop)

Save words, as in the examples below.

Instead of this	Try this
Experience has indicated that	Learned
In spite of the fact that	Although
On the other hand	But
In the event of	If
In the majority of instances	Usually
In a manner similar to	Like
Is responsible for selecting	Selects

Suggested beginning words:

Analyzes
Appeals for
Argues
Attempts
Calls attention to
Cites
Compares
Considers
Contains
Criticizes
Deals with
Defines
Describes
Details
Devises
Discusses
Emphasizes
Estimates
Examines
Explains
Gives
Includes
Indicates
Involves
Lists
Outlines
Points out
Portrays
Presents
Recommends
Redefines
Reviews
Seeks
Sets up
Shows
States
Studies
Suggests
Summarizes
Tabulates

Checked ______________

Keypunched ______________

USOE/MSU IMC-HCY ABSTRACT FORM
AUDIO-VISUAL

-- PRINT OR TYPE ALL INFORMATION --

Date 10/29/69 Audio-Visual Number *A-V 1409
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1	*AUTHOR(S) - if available	Saleh (Last Name) Harold J. Compiler (Frist Name)
FIELD 2	*TITLE	Sights and Sounds
FIELD 3	*PUBLISHER/SOURCE	Captioned Films for the Deaf
FIELD 4	*COPYRIGHT	1968
FIELD 5	*PRICE $	49.50 for 22 items and manual (Number of items (as 3 records))
FIELD 6	*A-V	1409
FIELD 7	*CATEGORY	HH
FIELD 8	*HCY-IMC	
FIELD 9	*CONTENT.	Specific instructions for preparing Audio-visual Abstracts are listed on the reverse side of this form.
FIELD 10	*DESCRIPTORS, on separate sheet.	

AUDIO-VISUAL ABSTRACT FORM

____
ABSTRACTOR SIGN HERE

250
TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

.15m

Specific Instructions for Audio-Visual Abstracts

Your abstract should contain the following information:

The trade name of the item and the type of equipment, (e.g., Audiotronics tape recorder).

The physical description of the item including the size, weight, color, use of knobs and/or dials. This should not be technical in nature and need not be extremely detailed.

The general and specific uses of the item including which curricular area(s), disability area(s) and grade levels it was intended or could be used for.

For additional information see page 33 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Consult the Publishers File for the vendors brochures and literature on this item.

USOE/MSU IMC-HCY
Representative Audio-Visual Abstract

Content. Six filmstrips, six 33 1/3 rpm synchronized records, and 10 loose-leaf test booklets with 14 clear acetate laminated pages make up this kit. Also included is a teacher's manual containing instructions and a complete copy of the pupil's test booklet.

This material, designed to develop auditory perception in kindergarten and primary hearing impaired children, would also be useful with the neurologically impaired. Use of auditory and visual association is stressed in this kit, which presents gross noises and sounds associated with the circus, home, a band concert, city, farm, and Christmas. The story content is presented twice in each filmstrip. The teacher may use either the first version, in which captions duplicate the record narration, or the second version containing no captions for those too young to read or for those distracted by printed matter. Six review frames at the end of each version contain twelve selected sounds from the story, which will be used later for testing purposes. Each two-page spread in the test booklet has pictures for the twelve review sounds which duplicate the filmstrip pictures. The pupils record their responses with a grease-base pencil or a crayon, which can be wiped off. On each record the first band of side A contains the complete filmstrip narration and sound effects. The 12 test sounds are presented in different order on the second and third bands. If the teacher chooses, side B, which contains one test sound per band, may be used for testing. On side B there is a locked groove at the end of each band which prevents the record from progressing to the next band unless moved by the teacher.

Checked ____________________

Keypunched ____________________

USOE/MSU IMC-HCY ABSTRACT FORM
CURRICULUM MATERIALS

-- PRINT OR TYPE ALL INFORMATION --

Date 10/29/69 Curriculum Material Number *CM 1304
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1 *AUTHOR(S) Edgington O.R.
Last Name First

Last Name First

FIELD 2 *TITLE Curriculum Guide for Teachers of Slow Learning Children

FIELD 3 *PUBLISHER/SOURCE Cincinnati, Ohio Public Schools

FIELD 4 *COPYRIGHT 1964 EDITION ____________________
if given

FIELD 5 *PAGINATION (if book) or number of items 394 P.
or/for
*PRICE (if other) $ 3.50

FIELD 6 *CM 1304

FIELD 7 *CATEGORY MR

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Curriculum Material Abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

____________________ 175
ABSTRACTOR SIGN HERE TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

225

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

CURRICULUM MATERIALS ABSTRACT FORM

Specific Instructions for Curriculum Material Abstracts

Your abstract should contain the following information:

The type of material it is, (e.g., textbook, guidebook, workbook, teacher's manual and format used). Educational and interest areas covered, the subject and/or content area for which it is intended, and whether it is developmental, supplementary or remedial text material.

Pay particular attention to type size and its suitability for partially seeing children.

For additional information see pages 20-23 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Consult the Publishers File for the vendors brochures and literature on this item.

USOE/MSU IMC-HCY

Representative Curriculum Materials Abstract

Content. Assembled for teachers of Educable Mentally Retarded Children, this curriculum guide establishes as its goals of education to provide experiences which contribute to healthy emotional and social development, by developing the skill subjects, enabling the child to recognize his limitations and abilities, and training him realistically for adult life.

The guide is organized in terms of grade levels: primary, intermediate, junior high, senior high. The curriculum for each level centers around problems which the child must handle both in childhood and adulthood. These subject areas were designated as: citizenship, home and family, travel and recreation, communication, safety, food, clothing, health, and occupational adequacy, for each subject area. The guide outlines the objectives, plan of presentation, content and suggested activities. It provides some preliminary hints to the teacher and a brief description of the child, and concludes by supplying lists of basic curriculum materials and supplementary materials for the different grade divisions.

Checked ____________

Keypunched ____________

USOE/MSU IMC-HCY ABSTRACT FORM
DOCUMENTS

-- PRINT OR TYPE ALL INFORMATION --

Date 7/11/68 Document Number *D 1712
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1 *AUTHOR(S) Ilg (Last Name) Francis (First) and
Ames (Last Name) Louise (First)

FIELD 2 *TITLE School Readiness, Behavior Tests used at the Gesell Institute

FIELD 3 *PUBLISHER/SOURCE Harper and Row

FIELD 4 *COPYRIGHT 1964 EDITION ____ if given

FIELD 5 *PAGINATION 396 P.

FIELD 6 *D 1712

FIELD 7 *CATEGORY SE

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Document abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

ABSTRACTOR SIGN HERE ____________

239
TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

DOCUMENTS ABSTRACT FORM

Specific Instructions for Document Abstracts

PROFESSIONAL TEXTBOOK abstracts designed for professional preparation and use should state the intended audience, topic areas covered, type of illustrative material used, and number of bibliographic or reference items. In some cases chapter titles may serve to indicate the book's scope. However, if there are numerous relatively nonspecific titles, the abstractor should indicate scope by listing the topics covered.

CONFERENCE PROCEEDINGS and OTHER MULTIPLE AUTHOR DOCUMENT abstracts should contain a statement of the subject and scope of the collection and a listing of authors and titles of individual papers. If there are too many articles to list, broad subject areas should be discerned and the articles described by groups.

BIBLIOGRAPHY abstracts should contain, (1) subjects included, (2) number of citations, (3) dates of materials (earliest to latest), (4) types of materials listed, and (5) potential users or target audience. If annotations are included, this should be noted.

RESEARCH DOCUMENT abstracts should contain, (1) objectives and hypotheses, (2) number and characteristics of subjects used, (3) methodology, (4) findings, types of statistical analyses, and levels of confidence of significant results, and (5) specific conclusions, implications, or recommendations for further research.

PROGRAM DESCRIPTIONS and ADMINISTRATIVE REPORT abstracts should contain, (1) objectives of the probram and identification of the target publication, (2) types of special teachers and other personnel and numbers of classes or students involved, (3) means or suggested means of carrying out the program, including any sort of community participation or publicity efforts, (4) special methods used to overcome problems, and (5) to date progress of the program with expected changes in future plans, or, if the program has been completed, conclusions or evaluations of the program's effectiveness.

SPEECHES, STATEMENTS OF OPINION, and DISCUSSIONS OF GENERAL ISSUES abstracts should contain the main theme, the issues discussed, and the author's point of view.

For additional information see pages 5-7 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Representative Printed Documents Abstract

Content. The specific concern of this book is to present a developmental examination of the child that will reveal him as a total individual, telling about his level and method of growing and his state of readiness for the different stages of the educative process. Regardless of chronological age, it is considered that a child's performance needs to be at the 5-year-old level before he enters kindergarten, therefore criteria of school entrance and correct grade placement are vital.

Part II proposes a developmental examination (using techniques developed at the Gesell Institute and standardized on a population of New Haven school children between 5 - 10 years) that takes about half an hour and allows for easy spontaneity between child and examiner. An interview is followed by paper and pencil tests, copy forms, incomplete man, right and left, and visual tests. Part III gives a specific picture of each age from 5 - 10 years; and Part IV is addressed to the relationships between parents and educators, and the need for them to be brought together to look at the child as he _is_ and not as they want him to be.

Appendices give details of tables and basic data regarding subjects, sex and group differences, the Rorscharch test, and samples of test record forms.

Checked ____________

Keypunched ____________

USOE/MSU IMC-HCY ABSTRACT FORM
EQUIPMENT

-- PRINT OR TYPE ALL INFORMATION --

Date 10/29/69 Equipment Number *E 2330
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1	*NONE
FIELD 2	*ITEM NAME Peabody Language Development Kit Level P
FIELD 3	*PUBLISHER/SOURCE American Guidance Service
FIELD 4	*1967
FIELD 5	*PRICE $ 125.00 (complete)
FIELD 6	*E 2330
FIELD 7	*CATEGORY SE
FIELD 8	*HCY-IMC
FIELD 9	*CONTENT. Specific instructions for preparing Equipment abstracts are listed on the reverse side of this form.
FIELD 10	*DESCRIPTORS, on separate sheet.

EQUIPMENT ABSTRACT FORM

ABSTRACTOR SIGN HERE ____________

250
TOTAL WORDS in equipment data and description. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

.25m

Specific Instructions for Equipment Abstracts

Your abstract should contain the following infromation:

The title of the item (obtained from the item, container or literature). The type of material such as an instructional game or toy, puzzle, model, chart, musical instrument. Give a complete physical description including size, weight, color, how packaged and the use of any knobs and dials. This should not be technical in nature and need not be extremely detailed. Educational or interest level and applicable content areas for which it is intended by the manufacturer. For which disability areas (if any) it was intended and pertinent grade levels if noted. Also note any prepared materials that come with the item, or whether you make your own. If this information is not supplied, please note.

For additional information see pages 29-30 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Consult the Publishers File for the vendors brochures and literature on this item.

USOE/MSU IMC-HCY
Representative Equipment Abstract

Content. Included in the Peabody Kit for Level P are a manual, 396 regular-sized stimulus cards in full color (covering the topics of animals, clothing, facial discrimination, food, household, number concepts, people, toys, visual closure, and V. P. Mooney); 2C family and home cards; 6 large story posters; 6 plastic-coated music cards with songs on records; 240 plastic color chips which will clip together; 3 puppets made of cloth and soft plastic; and cloth P. Mooney bag; 1 P. Mooney stick for the zylophone; 2 solid manikins (a boy and a girl), 1 disassembled manikin; 21 life-sized plastic fruits and vegetables; 45 plastic covered magnetic geometric shapes; 22 plastic covered magnetic strips; 10 (7 inch 33 1/3 rpm) recordings of songs and stories; and one zylophone. The contents are stored in 2 metal boxes. Not included, but needed, is a record player.

The stress of the Peabody Kit is on overall oral language development and involves reception using the three key sense modalities of sight, hearing, touch, vocal and motor expression, and the cognitive divergent, convergent, and associative processes. Also emphasized are patterns of syntax and simple grammar. The manual outlines 180 lessons sequenced by difficulty. Each daily lesson is usually given in two parts. The lessons are readiness activities and do not require the child to read or write. Desadvantaged urban and rural kindergarten children were the focus for the development of the Level P Kit and the material is geared to the mental ages of 3 to 5. This mental age allows it to be used with gifted and average 3 and 4 year olds, disadvantaged children in kindergarten, young school age educable retarded, pre-teen trainable retarded, primary classes for emotionally disturbed and brain-damaged, in the beginning stages of speech therapy, and can be modified for teaching English as a second language.

Checked ____________

Keypunched ____________

USOE/MSU IMC-HCY ABSTRACT FORM
JOURNALS

JOURNAL ABSTRACT FORM

-- PRINT OR TYPE ALL INFORMATION --

Date 2/19/68 Journal Number *J 1840
Obtain from Abstract Schedule Sheet

FIELD 1 *PERSONAL AUTHOR(S) Tarjan George
Last Name First

Last Name First

FIELD 2 *JOURNAL ARTICLE TITLE The Role of Residential Care-Past, Present, and Future

FIELD 3 *TITLE OF JOURNAL Mental Retardation

FIELD 4 *ISSUE DATE December (monthly - quarterly) 1966 (year) 4 (volume #) 6 (issue #)

FIELD 5 *PAGE NUMBERS 4 - 8 Example 89-94

FIELD 6 *J 1840 leave blank unless otherwise noted

FIELD 7 *CATEGORY VH

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Journal abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

ABSTRACTOR SIGN HERE

125
TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Bibliographic-Order Sheet
2. Abstract Text
3. Descriptor Form

Specific Instructions for Journal Abstracts

RESEARCH DOCUMENT abstracts should contain, (1) objectives and hypotheses, (2) number and characteristics of subjects used, (3) methodology, (4) findings, types of statistical analyses, and levels of confidence of significant results, and (5) specific conclusions, implications, or recommendations for further research.

SPEECHES, STATEMENTS OF OPINION, and DISCUSSIONS OF GENERAL ISSUES abstracts should contain the main theme, the issues discussed, and the author's point of view.

PROGRAM DESCRIPTIONS and ADMINISTRATIVE REPORT abstracts should contain, (1) objectives of the program and identification of the target publication, (2) types of special teachers and other personnel and numbers of classes or students involved, (3) means or suggested means of carrying out the program, including any sort of community participation or publicity efforts, (4) special methods used to overcome problems, and (5) to date progress of the program with expected changes in future plans, or, if the program has been completed, conclusions or evaluations of the program's effectiveness.

CONFERENCE PROCEEDINGS and OTHER MULTIPLE AUTHOR DOCUMENT abstracts should contain a statement of the subject and scope of the collection and a listing of authors and titles of individual papers. If there are too many articles to list, broad subject areas should be discerned and the articles described by groups.

For additional information see pages 5-7 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

USOE/MSU IMC-HCY

Representative Journals Abstract

Content. Against a historical background, this paper reviews the present mission and program components of institutions. The present is seen as a period of transition, with the ultimate aim that program development in the institution and in the community evolve in parallel fashion. Admission to an institution is seen as a failure of the retarded person, of the family or of the community.

The goal of the institution is the maximum growth of the individual, his independence and his return to the community. Residential treatment requires a well-trained staff and an environment which resembles community life rather than a sterile atmosphere. It must incorporate a school program and treatment programs such as psychiatry, neurology and other medical programs. Future emphasis will encourage institutions of smaller population to be formed, as well as programs of extramural activities, or part-time and short-stay hospitalization, and formalized affiliations with other community resources.

USOE/MSU IMC-HCY LIBRARY DESCRIPTOR FORM

Keypunched ____________

DIRECTIONS: The following terms are to be used as descriptors for disability, grade level, curricular area and type of material. When applicable CIRCLE the descriptor(s) that are pertinent. Do not add terms to this sheet; use the green additional descriptor slip for such instances, as they will be ignored for keypunching purposes if written on this sheet. Circle only CAPITALIZED terms.

Abstract No. ____________________

DESCRIPTOR FORM

DISABILITY AREA

- CHRONIC - use for health impaired, homebound, hospitalized
- ORTHOPEDIC - use for crippled and cerebral palsied
- LEARNING DISABILITIES - use for Neurologically Impaired and Brain-Injured
- EMOTIONALLY DISTURBED
- MALADJUSTED - use for Socially Maladjusted
- GIFTED
- HANDICAPPED - use when item has applications in all areas of special education
- HARD OF HEARING
- DEAF
- RETARDED - use when applicable to both Trainable and Educable areas
  - EDUCABLE
  - TRAINABLE
- MULTIPLE - use for multiple handicaps, such as BLIND/RETARDED
- SPEECH IMPAIRED
- BLIND
- PARTIALLY SEEING
- DEAF-BLIND
- SLOW-LEARNING

CURRICULAR AREA

- ART
- BUSINESS
- CRAFTS
- DAILY LIVING SKILLS
- DRAMATICS
- DRIVER EDUCATION
- ENGLISH
- FOREIGN LANGUAGE
- GAMES
- GEOGRAPHY
- GEOMETRY
- GUIDANCE
- HANDWRITING
- HEALTH
- HISTORY
- HOBBIES
- HOME ECONOMICS
- HYGIENE
- INDUSTRIAL ARTS
- LANGUAGE
- LITERATURE
- MATHEMATICS
- MOBILITY
- MUSIC
- OCCUPATIONS
- ORIENTATION
- PHYSICAL EDUCATION
- READINESS
- READING
- RECREATION
- SCIENCE
- SEX EDUCATION
- SOCIAL STUDIES
- SPEECH
- SPELLING
- TESTS
- TRAVEL
- TYPEWRITING
- VOCATIONS
- WOODWORKING
- WORK-STUDY

GRADE LEVEL

PRESCHOOL	
PRIMARY	K-3
ELEMENTARY	4-6, use for Intermediate MR
JUNIOR HIGH	7-9, use for Junior High MR
SECONDARY	10-12, use for Secondary MR
ADULT	

TYPE OF MATERIAL

- AUDIOVISUAL
- CURRICULUM
- EQUIPMENT
- JOURNALS
- PROFESSIONAL (Documents)

Form 7, 6-15-69, .5m

Checked ____________________

Keypunched ____________________

USOE/MSU IMC-HCY ABSTRACT FORM
LARGE TYPE MATERIALS

-- PRINT OR TYPE ALL INFORMATION --

DATE ______________________________ Item Number D or CM ____________________
Obtain from Abstract Schedule Sheet

*Printed in large type, (_______ point), for use by partially sighted or low
Type size

vision readers, this edition of ____

_________________ would be useful for, (circle those that apply:) CHILDREN at the,

PRESCHOOL, PRIMARY, ELEMENTARY, JUNIOR, SECONDARY levels and/or by ADULTS.

____

____

____

____

____

In the space above make a brief comment on the contents of the book.

______________________________ ______________________________
ABSTRACTOR SIGN HERE TOTAL WORDS

Attach all items and staple together in this order:

1. Abstract Form for Large Type Materials
2. Descriptor Form

LARGE TYPE MATERIALS ABSTRACT FORM

EVALUATION OF INSTRUCTIONAL MATERIALS

By Dr. Ted Ward
Associate Director for Research
USOE/MSU Regional Instructional
Materials Center for Handicapped
Children & Youth

213 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48823

Position Paper No. 1

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

*Member Instructional Materials Network for Handicapped Children and Youth
U.S. Office of Education – Bureau of Education for the Handicapped

USOE/MSU Instructional Materials Center for Handicapped Children and Youth

POSITION PAPER #1

--for distribution to evaluate,
other centers; others upon request--

EVALUATION OF INSTRUCTIONAL MATERIALS

By virtue of proposal and grant agreements, the USOE/MSU Instructional Materials Center for Handicapped Children and Youth is committed to the evaluation of instructional materials for handicapped children and youth. While evaluation is neither the prime objective nor the major activity, it is a part of the essential mission of the center: to make available to teachers of handicapped pupils, reliable and useful information about the availability and effective use of instructional materials.

Why Evaluate? The concern for effective use of instructional materials obligates the IMCHCY to find ways to cause responsible formal evaluations to be made. One service may be provided by furnishing information to teachers about sources of materials and by describing them in such a way as to encourage teachers to use them. But which materials will the IMCHCY call attention to? Clearly in a day of burgeoning replication of gadget-oriented instructional materials it cannot be "across the board." The IMCHCY must guard against becoming a middle-man for producers and publishers--pushing willy-nilly everything that comes along. But neither can the IMCHCY claim the breadth and depth of expertise nor the testing resources needed to make a thorough evaluation of everything being offered for use today. Herein lies the professional dilemma.

The ethical dilemma is of a different sort. What are to be the obligations, rights and responsibilities of the IMCHCY to the producers and publishers with whom they seek to cooperate? Are these firms apt to seek pre-release professional opinions or field evaluations from the IMCHCY? If not, are they then "fair game" for critical review of their products?

Independent testing of educational products is not a well-established tradition. Educational leaders, teachers and school purchasing agents have an urgent need for unbiased opinions about the rash of printed materials and other paraphernalia of instruction. However, the atmosphere is charged--producers and publishers fear controls, arguing that controls spring from evaluations; consequently, they must resist evaluation. It is tempting to draw parallels from medical science and pharmaceutical research: it is not enough that professionally qualified men conduct the research and development efforts, they must also submit to independent monitoring and evaluation. Are learning, creative potential and mental health less valued than physical health?

The ethical issue is very much related to the integrity of a university. While the U. S. Office of Education may not wish to be cast in the role of evaluator of instructional materials, the IMCHCY has no real choice. The citizen-trust and professional esteem in which a public institution is held must be preserved. Evaluation must be conducted, to the limits of the objectivity of the researchers to the full extent of guarantees against irresponsibly appearing to endorse that which cannot be defended.

What to evaluate? Because the fields are too large, the markets too glutted and the back-log too great, selectivity is necessary. The first obligation of the IMCHCY is to evaluate whatever is built, produced or modified by the IMCHCY staff. When this concerns adaptations of equipment or materials produced by commercial vendors, the evaluations will study the strengths and weaknesses of the adaptations rather than the producer's original product.

The second obligation of the IMCHCY is to evaluate materials made through professional channels. For example, a school district may be considering the installation of a certain tape recording unit. If inquiry is made, the evaluation staff of the IMCHCY will make independent investigation, consulting with present users of the machine in other locations, testing it on site or in the IMCHCY.

The IMCHCY's third obligation to evaluate centers around a rather routine activity: developing a series of Product Opinion papers for dissemination in the region served by the IMCHCY. In an attempt to minimize friction and misunderstandings with producers, the emphasis will be on evaluating materials and equipment which are a) standard already widely accepted in the field, b) replacements or augmentations offered for the standard materials, and c) promising innovative materials. Only those items seen as fulfilling one or more of these three criteria will be submitted to field test, but everything selected for field test will be reported in the Product Opinion publications of the IMCHCY.

A notable exception to these positive criteria will be evaluations which carry out the IMCHCY's "watch-dog" function--a constant alert against misleading or false advertising, inflated claims about the effectiveness of a material, and unfair comparisons of materials. The professional field is entitled to an agency fulfilling this lacking role: the IMCHCY assumes this responsibility.

How to evaluate? Evaluation of instructional materials is not a highly developed specialty. The research staff of the IMCHCY will address themselves to the development of new and refined techniques for materials-testing and evaluating in the laboratory and in the field. Meanwhile, an honest beginning will be developed around the use of field evaluators. Thus, for now, the criteria will be the responsibility of the IMCHCY and the judgements will be made by outstanding practitioners in the field. They will be asked to report on their use of the material in question--not just to estimate what its values may be.

An informed and responsible evaluation of the worth of an instructional material must describe the instructional context in which the material is functioning. Few instructional materials are good or bad in any absolute sense. An item may be good (in that it aids desired learning) in one use and very bad (it misleads or inhibits learning) in another use. Some materials even find their way into common acceptance for uses not originally intended or foreseen by their producers! Many teachers are skilled innovators and adaptors. Evaluation of materials must look beyond what producers say about their materials--but at the same time, producers must be held accountable for the claims they make.

Who evaluates? A roster of evaluators is maintained through the cooperation of regional and local-district materials centers throughout the three-state area served by the IMCHCY. These persons are known locally to be outstanding teachers of handicapped children and youth. Each local center participating in this program provides one evaluator in each of the following fields in which they have contact with strong programs.

1. visually handicapped
2. deaf and hard-of-hearing
3. educable mentally retarded
4. trainable mentally retarded
5. homebound, hospitalized and crippled
6. emotionally disturbed
7. children with learning disabilities
8. speech handicapped

The combined list is maintained in the IMCHCY; as the need arises for an evaluation of a material in a given handicapping area and at a given instructional level, two evaluators are selected in rotation from the appropriate portion of the list. These evaluators are asked to report within six weeks.

In many instances, especially if the material is "standard" and in common use, the evaluators are already familiar with the material and can report very quickly. As soon as an evaluator has filed a report suitable for inclusion in the Product Opinions bulletins his name is again eligible for the random selection process in subsequent evaluator assignments.

Ted Ward
Associate Director for Research
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The Money/Counting Kit

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Paper No. 6
The Prospectus Series

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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[*] **Member Instructional Materials Network for Handicapped Children and Youth**
U.S. Office of Education – Bureau of Education for the Handicapped

The Money/Counting Kit has been designed by the Regional Special Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University, to demonstrate an inexpensive, yet effective set of materials for developing money and counting competencies. This discussion of the kit is presented in an attempt to stimulate further interest in the development of other materials of this nature. A limited supply of the kits are available (see last page for address), but hopefully, you will see the simplicity of what we have constructed and be able to develop similar kits to fulfill your own specific needs.

Objectives

The Money/Counting Kit was produced with several purposes in mind. For the teacher the main objectives were: (1) to free him from lessons in money and counting concepts that necessitate constant repetition; (2) to provide him with an inexpensive instructional material that can be easily manipulated and used by students on their own.

Objectives for the student were to provide him with: (1) an additional and novel format for instruction about money and counting concepts; (2) a material allowing him to pursue a course of instruction at his own rate; (3) a material supplying immediate feedback.

Contents

The Money Counting Kit provides both student and teacher with a variety of learning materials. Included in the Kit are: Activity Cards, Name Cards, Thermoformed Coin Cards*, Self-Instructional Booklets. All of the materials for each kit are contained in a small unbreakable plastic box.

Early Learning
MONEY/COUNTING KIT
QUA
IME

---

*Optional

ACTIVITY CARDS

The seven ACTIVITY CARDS are printed index cards explaining a variety of games and exercises utilizing money and counting principles. These activities can be used with both individuals and groups.

NAME CARDS

The four NAME CARDS contain the coin names: Dime, Penny, Quarter, Nickel.

COIN CARDS

Unique to the Money/Counting Kit is a set of specially designed COIN CARDS. The 24 COIN CARDS (10 Pennies, 5 Nickels, 5 Dimes and 4 Quarters) were produced on a thermoform 55 Brailon Duplicator, (a vacuum forming machine typically used for reproducing braille/tactile material). Each card has a detailed raised impression of a coin. The coin has been realistically painted to provide the student with an inexpensive manipulable artifact.

INSTRUCTIONAL BOOKLETS

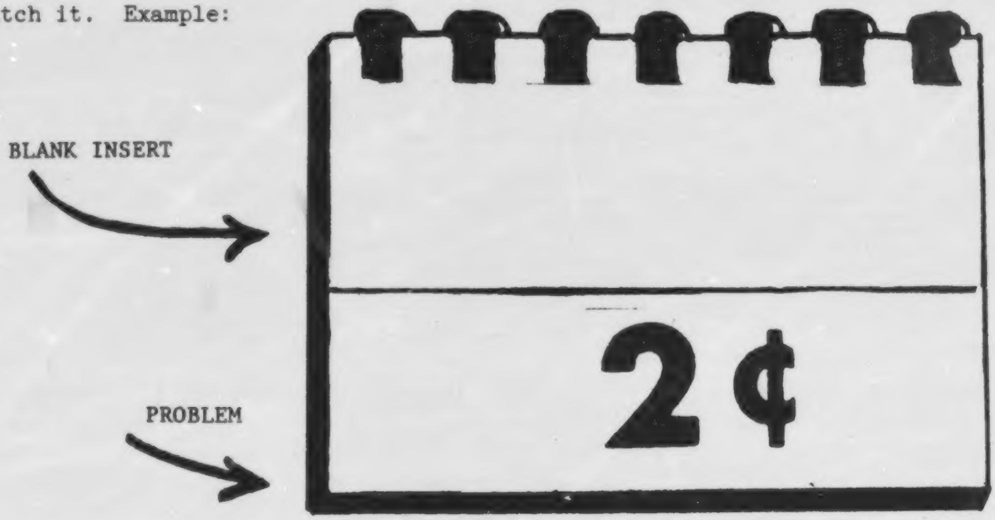
Integral to each Kit are the four Self-Instructional Booklets with exercises ranging in difficulty from simple matching to arithmetical functions allowing the student to practice with money and counting concepts. Each booklet contains 24 pages. Each page contains the problem and the answer (which is hidden from view by a blank insert. The student checks his answer by flipping the blank insert). The booklets are used in conjunction with real coins, "play" money, or the thermoformed coin cards.

In addition to presenting exercises in money and counting concepts, the booklets place strong emphasis on coin identification, realistic and concrete examples and immediate feedback to the students (through the flip answer sheets).

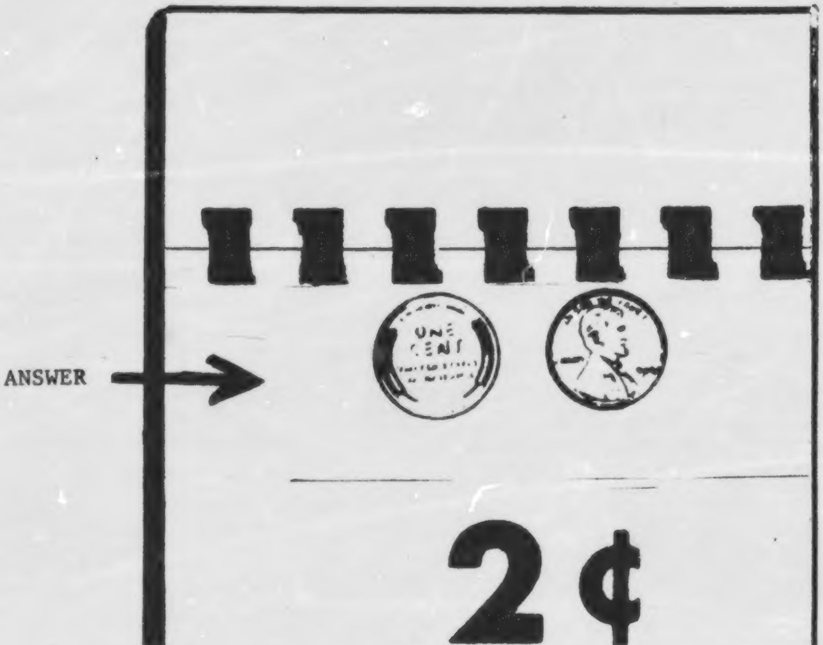
DIRECTIONS FOR USE OF THE BOOKLETS

BOOKLET ONE - MATCHING

This booklet is concerned with simple matching of coin and number. The student sees a number amount and then picks out the correct coins to match it. Example:

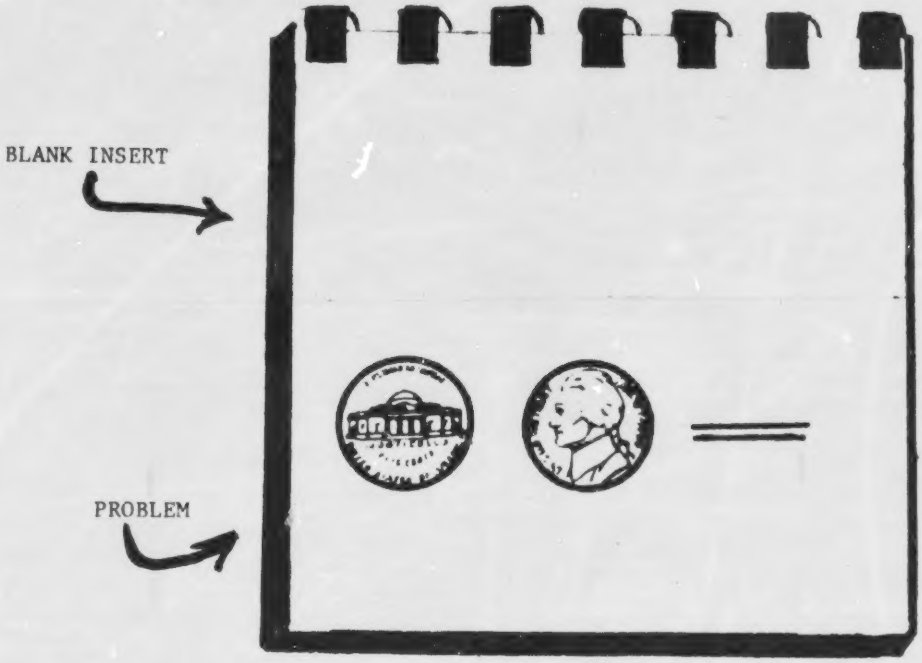

BLANK INSERT
PROBLEM
2¢

The student then flips insert to check his answer. By lifting the blank piece of paper he sees two pennies.

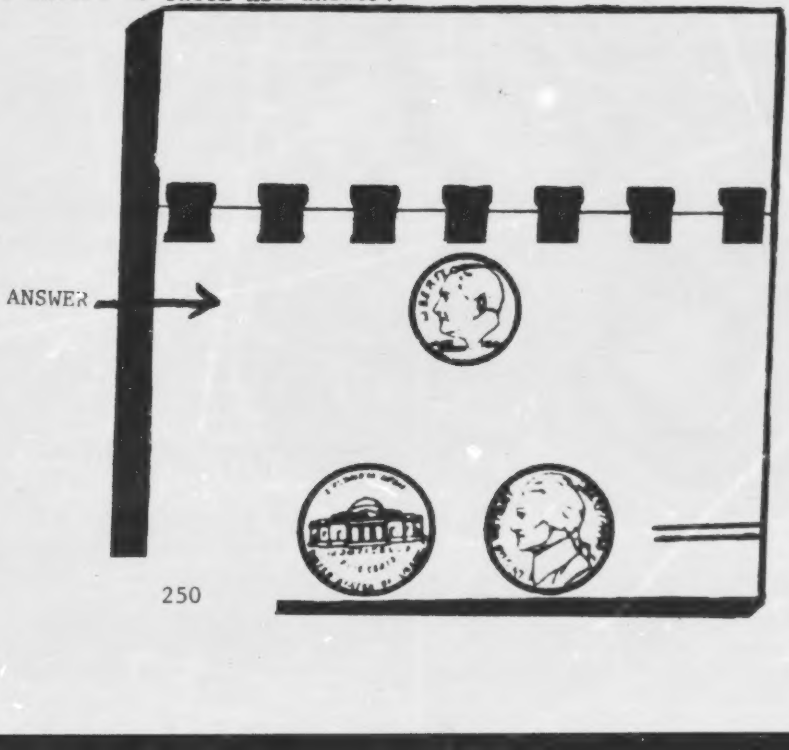

ANSWER
ONE CENT
2¢

BOOKLET TWO - ADDITION AND SUBTRACTION

This booklet provides practice with the addition and subtraction principles of money. Using his coins, the student answers the problem given. Example:

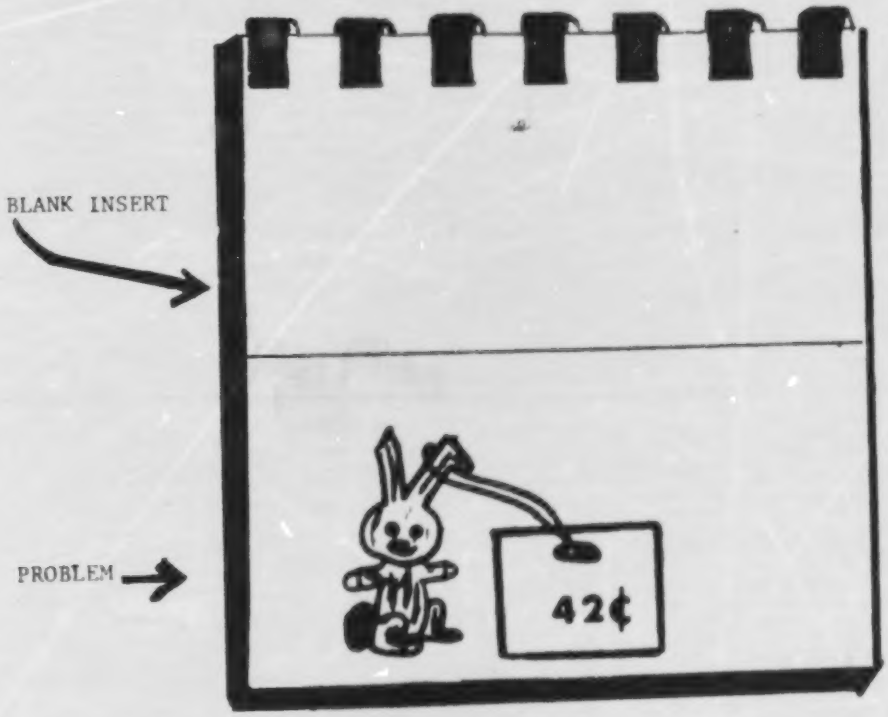

BLANK INSERT
PROBLEM

The student then flips insert to check his answer.

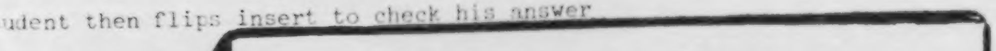


BOOKLET THREE - MATCHING OF COIN AND PRICE

Student is shown an article with a given price. He then picks out the correct coins to match that price. Example:

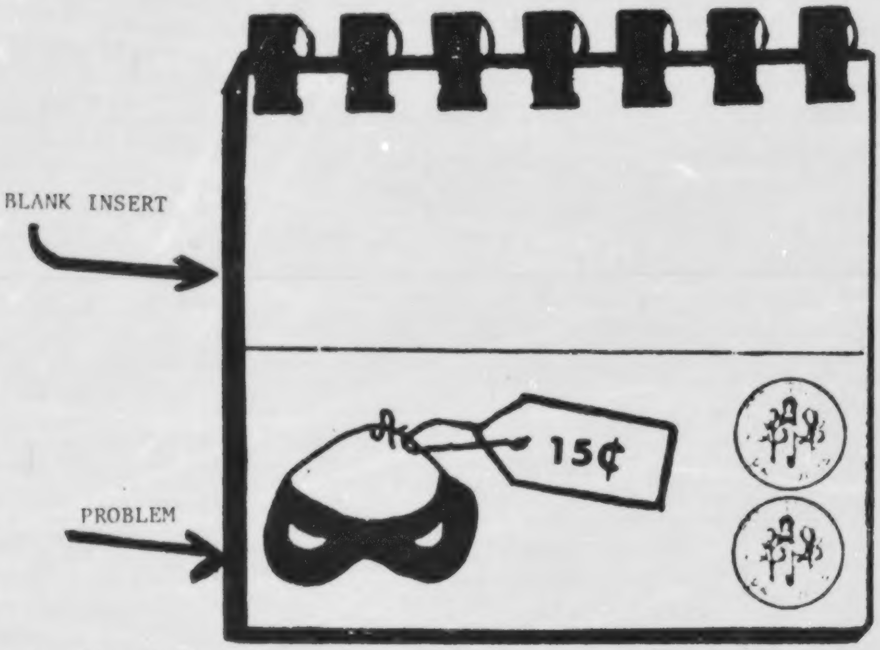

BLANK INSERT
PROBLEM
42¢

Student then flips insert to check his answer.

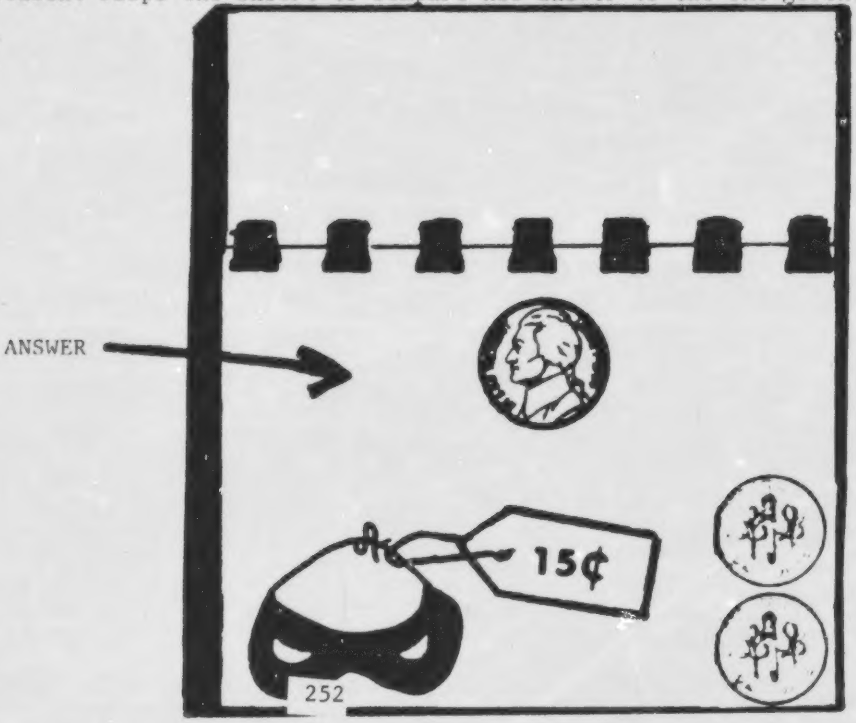

ANSWER
ONE CENT
ONE CENT
42¢

BOOKLET FOUR - MAKING CHANGE

In this booklet the article, price and amount given to pay for the article are shown in the problem. Student picks from his coins the correct amount of change a customer should receive. Example:


BLANK INSERT
PROBLEM
15¢

Again, the student flips the insert to compare his answer to the one given.



SUMMARY

The Money/Counting Kit was designed to provide students with an innovative structured format in which to learn money and counting concepts. The Kits are now being field tested. Readers are encouraged to contact the Regional Center with comments and suggestions for uses and/or improvements of the Money Counting Kit. A limited number of the Kits are available for examination from:

USOE/MSU Regional Instructional Materials Center for
Handicapped Children and Youth
212 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48823

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REGIONAL INFORMATION CENTERS: A FRONTIER IN SMALL LIBRARY AUTOMATION

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Dissemination Document No. 12

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*Member Instructional Materials Network for Handicapped Children and Youth
U.S. Office of Education – Bureau of Education for the Handicapped

REGIONAL INFORMATION CENTERS:
A FRONTIER IN SMALL LIBRARY AUTOMATION

Presented at the Fifth National Colloquium on Information Retrieval

Copies of the proceedings may be obtained from:
Thompson Book Co., 383 National Press Bldg., Washington, D.C. 20004

ABSTRACT

The present report examines the regional information center as an instrument for innovation in small library automation and as a basis for the evolution of national information systems. **First,** the development of regional information centers in education is summarized and trends toward national information networks are indicated. **Second,** a case study of regional library automation is described to indicate the manner in which local libraries may be generated to aid in the development of computer based national information systems. Two major characteristics are emphasized: standardized procedures for abstracting and indexing, and generalized (machine independent) computer programs permitting the use of local computer facilities with the option of linking with other regional or national computer installations. **Third,** conclusions are drawn with respect to the computer support required by regional information centers attempting to work toward small library automation and national library development, utilizing networks of computer based regional libraries. One problem appears to be the continuing tendency of university computer centers to place major emphasis upon numerical computation at the expense of information processing.

INTRODUCTION

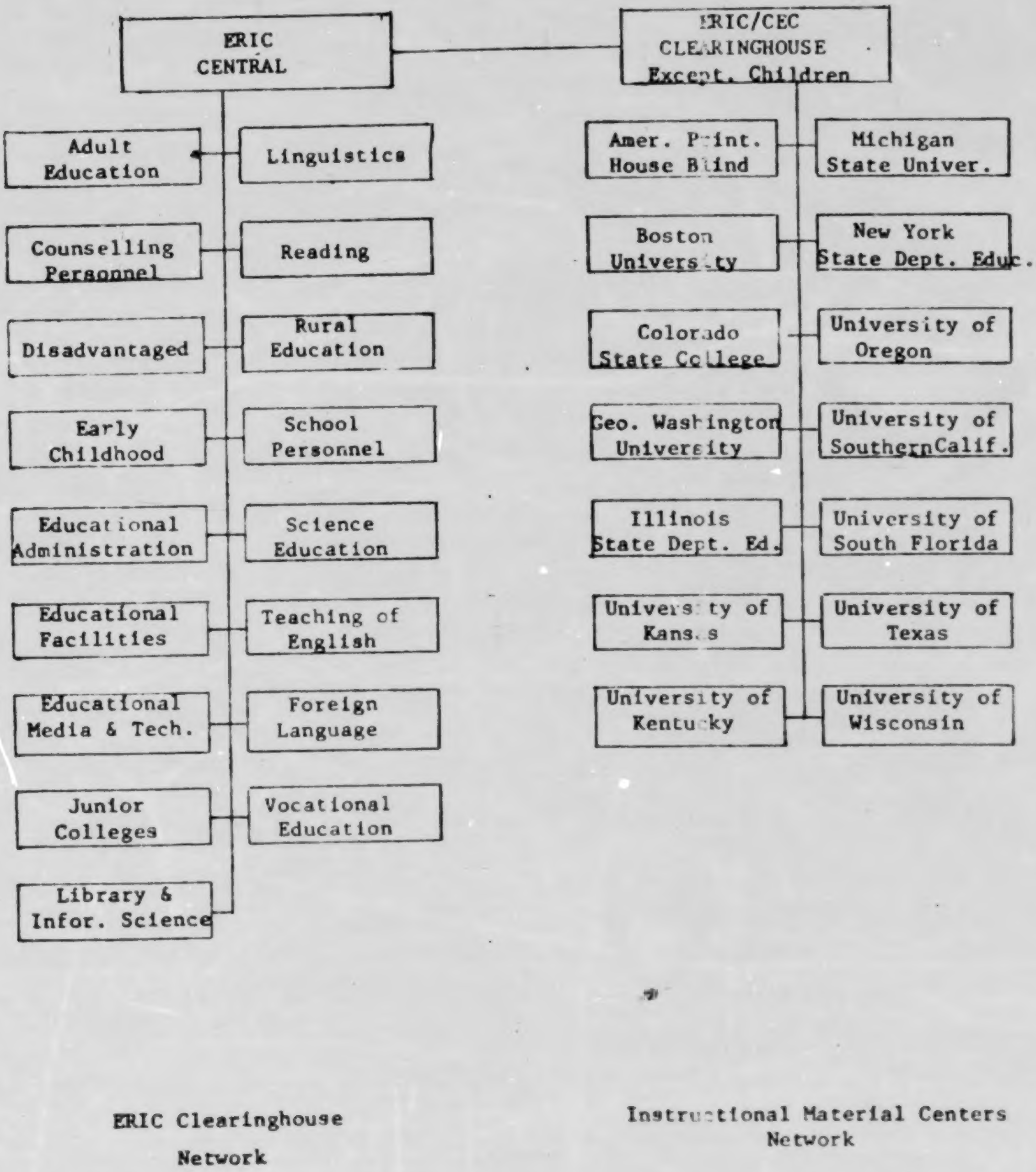
The rapid growth of specialized regional libraries has been due in major part to the impetus of large amounts of federal support. In education, for example, the federal government has recently established two major networks of small regional libraries. One such regional library network is the Educational Resources Information Center Clearinghouses (ERIC), set up by the U.S. Office of Education. The other major network set up by the U.S. Office is the Instructional Materials Centers for Handicapped Children and Youth. Figure 1 shows these major educational networks and their channels of communication.

The ERIC network includes 18 Clearinghouses. Each Clearinghouse emphasizes a special area of resources for education. The Council for Exceptional Children Clearinghouse emphasizes resources for the education of children with special learning problems.[1] Each clearinghouse contributes materials to ERIC Central at Washington, D.C.

The present Office of Education sponsored Instructional Materials Center network includes a total of 14 IMC's located throughout the United States. With several exceptions, each of the IMC's was planned to serve teachers and administrators of all types of handicapped children and youth in a region comprised of several states.

The special import of the figure is that it shows the linkage developing between the ERIC network and the IMC network. The major channel of communication is through the two capping agencies: the CEC Clearinghouse and ERIC Central. Each ERIC Clearinghouse contributes information in the form of abstracts to ERIC Central. Similarly, each local IMC or regional library contributes abstracts to the ERIC Clearinghouse for Exceptional Children. Finally, the CEC Clearinghouse exchanges abstracts with ERIC Central, forming

Figure 1. Major Networks of Educational Regional Libraries.


ERIC CENTRAL
Adult Education
Linguistics
Counselling Personnel
Reading
Disadvantaged
Rural Education
Early Childhood
School Personnel
Educational Administration
Science Education
Educational Facilities
Teaching of English
Educational Media & Tech.
Foreign Language
Junior Colleges
Vocational Education
Library & Infor. Science
ERIC/CEC CLEARINGHOUSE Except. Children
Amer. Print. House Blind
Michigan State Univer.
Boston University
New York State Dept. Educ.
Colorado State College
University of Oregon
Geo. Washington University
University of SouthernCalif.
Illinois State Dept. Ed.
University of South Florida
University of Kansas
University of Texas
University of Kentucky
University of Wisconsin
ERIC Clearinghouse Network
Instructional Material Centers Network

a communication link between the two networks. Thus, the IMC's taken together with the CEC Clearinghouse form a network of educational information storage and retrieval centers. Each local IMC or Clearinghouse can make use of its local facilities and yet be a part of the larger network. By utilizing uniform input procedures of bibliographic information, each center can draw upon the resources of the other IMC's or the Central Clearinghouse, and through it, the entire resources of the ERIC Clearinghouse network.

These new localized information centers offer a fertile ground for the development of automated libraries. Document collections tend to be fairly small, e.g., less than 10,000 documents. Further, the capping agencies tend to encourage the use of computers and library automation procedures. While the local IMC's and Clearinghouses are free to develop their own procedures, cooperation is encouraged since standardized input formats, etc., are necessary to the use of central files. Such exisitng regional library networks could also provide a basis for the evolution of national automated information systems. Experience indicates that two major characteristics will determine the eventual role of regional libraries in the development of national systems. First, the local libraries must be able to use local computer facilities for automation. This characteristic is required if the library is to achieve its primary objective of serving the needs of a geographical region. Second, the libraries must be as independent as possible of particular machines and computer installations. This characteristic is required for the development of sufficient standardization to permit the integration of local centers in a national information system. Both characteristics require the development of computer programming systems and abstract collections which are portable, in the sense that they can be exchanged among the local information centers.

To clarify these points about the local regional library as a frontier for library automation and the evolution of national information systems, let us examine in detail the experiences of a particular Instructional Materials Center, which has attempted automation by means of a portable set of programs and abstract collections.

A CASE STUDY IN REGIONAL LIBRARY AUTOMATION

The regional library we shall consider is the Instructional Materials Center for Handicapped Children and Youth in the College of Education at Michigan State University. The Center offers listings of the available materials as well as abstracted information regarding such materials as curriculum adaptations and additions, curriculum guides, research studies, special teaching aides, and professional literature. Information is made available through a computer-based information retrieval system.

The automation of the library is performed through the use of a system of FORTRAN programs for information retrieval, previously developed in cooperation with another federal project. This system, known as the Basic Indexing and Retrieval System (BIRS 2.0), is designed to be used in much the same way as the Generalized Information System proposed by IBM. The system was developed in such a way as to be maximally machine independent and adaptable to use in small libraries for the production of abstract catalogs, with indexes, and for automated searching by relatively untrained personnel. Table 1 lists the programs in the current version of the system.

Figure 2 summarizes the relationship of the system to the work of the IMC. As shown in the figure, BIRS is used to automate the retrieval functions of the IMC. Thus, the system is used to store abstracts, generate indexes and prepare a library catalog (containing abstracts for current IMC holdings, with author/title and subject indexes) and finally to support a reference searching service (permitting users to query the IMC abstract file for materials relevant to particular needs). In the present case, BIRS was

TABLE 1. Component Programs of the Basic Indexing and Retrieval System (BIRS 2.0)

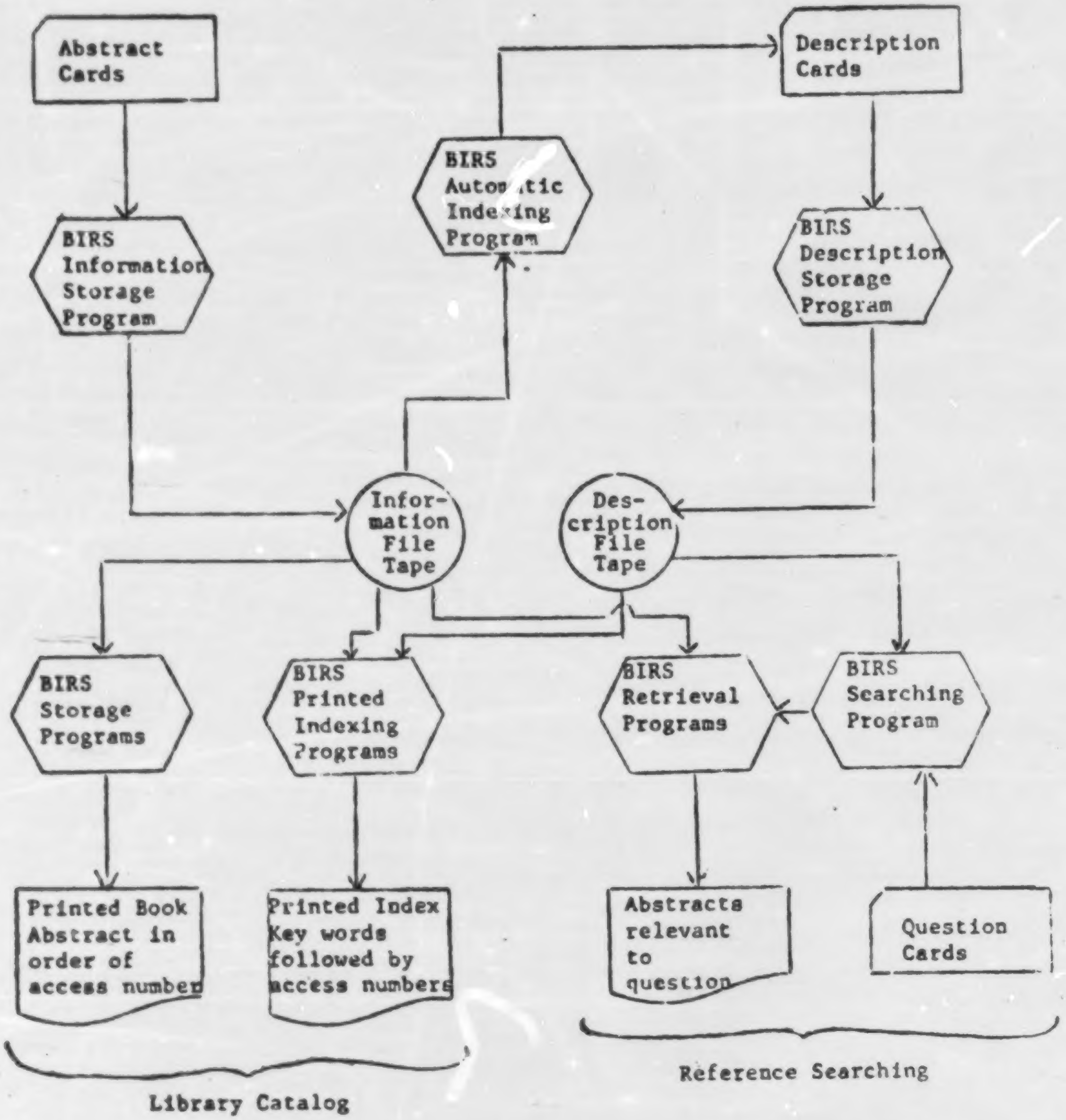
FUNDAMENTAL IR OPERATION	COMPONENT PROGRAM	FUNCTIONS OF COMPONENT PROGRAM
Executive	EXEC	The Executive Program is designed to store and retrieve component programs comprising BIRS.
Information Storage	IFMP	The Information File Maintenance Program is designed to read informational elements*from cards, assign a unique access number to each element, and store the element on the Information File Tape (IFT), so that the element may be retrieved, given its access number.
Information Indexing (Descriptive Analysis)	DAP	The Descriptive Analysis Program is designed to aid the user with the task of indexing or classifying informational elements. In general, DAP reads informational elements either from the IFT or from cards and searches them for key words. Thus, DAP may be used either to perform a word frequency analysis or to automatically index informational elements
	FAP	The File Analysis Program is a highly generalized content analysis program which operates on natural language text. FAP performs the same operations as DAP in the indexing process.
Information Indexing (Description File Maintenance)	DFMP	The Descriptive File Maintenance Program is designed to read descriptions (i.e., sets of indexing terms) and access numbers of informational elements from cards and store them on the Description File Tape (DFT) to provide an index to the contents of the Information File Tape (IFT). The user may manually generate the card input for the DFMP, or use either the IFMP or the DAP, to aid him with this task.
Information Indexing (Printed Indexing)	PIP	The Printed Indexing Program is designed to prepare a traditional author or subject index using informational elements read from cards or from the IFT, or using descriptions read from cards or from the DFT. The IFMP may be used in conjunction with this program to generate a listing of informational elements organized by access number.
	PLP	The Printed Listing Program is designed to provide printed books, i.e., listings of abstracts, ordered by the contents of the abstracts, i.e., principal author's last name, etc. The printed books produced by PLP are similar to those produced by IFMP, except that the books of the latter are ordered by IFT access number.

*Documents or abstracts of documents not exceeding 50 cards in length

TABLE 1. (continued)

FUNDAMENTAL IR OPERATION	COMPONENT PROGRAM	FUNCTIONS OF COMPONENT PROGRAM
Information Retrieval (Automated Searching)	DFSP	The Description File Searching Program is designed to read requests for particular types of informational elements (stated as sets of key terms) from cards, to search the DFT for relevant informational elements, and to store the access numbers of the most relevant elements on the Question File Tape (QFT).
	DFSPL	The Description File Logical Searching Program is similar to the DFSP except that it is designed to perform logical searches.
Information Retrieval (Automated Retrieval)	IFRP	The Information File Retrieval Program is designed to read requests and access numbers of the relevant informational elements from the QFT, retrieve the corresponding informational elements from the IFT; and print both the requests and the relevant informational elements for the user.

Figure 2. Information Storage, Indexing, and Retrieval in the IM Center


Abstract Cards
Description Cards
BIRS Automatic Indexing Program
BIRS Information Storage Program
BIRS Description Storage Program
Information File Tape
Description File Tape
BIRS Storage Programs
BIRS Printed Indexing Programs
BIRS Retrieval Programs
BIRS Searching Program
Printed Book Abstract in order of access number
Printed Index Key words followed by access numbers
Abstracts relevant to question
Question Cards
Library Catalog
Reference Searching

implemented on a Control Data Corporation 3600 at Michigan State University. Now let us turn to a more detailed examination of the automation of the IMC as it has occurred over the past year and a half.

DOCUMENT ACQUISITION AND STORAGE

First let us consider information storage. With the establishment of the IM Center, we placed orders for books, monographs, journals, audiovisual materials, curriculum materials, and related educational equipment apropos to special education.

As a first step for the automation of the library, abstracting procedures had to be devised and uniform rules of entry established for recording of pertinent information on each type of item. An Abstractor's Form Guide[2] was written to convey to our abstracting personnel, primarily graduate students, the type of abstract or description desired.

For retrieval purposes, we prepared one abstract for each acquisition. A book, regardless of the number of pages, is abstracted with an imposed limit of 250 words. In our first year of abstracting, we found only about 10% of our abstractors were truly proficient at this activity. Our best abstractors had backgrounds in psychology and natural science as opposed to those with experience in special education. The average time for the preparation of a quality abstract was found to be about two hours, at a cost of approximately four dollars per abstract.

New material arriving at the IMC is processed and given a unique accession number. This is a single numerical sequence running throughout the collection, each number being preceded by a letter prefix to denote the type of item: AV (audiovisual), CM (curriculum material), D (documents), E (educational equipment), and J (journals). Processing consists of assigning this number on the spine of a book, or for non-book materials, affixing a label at a conspicuous location on the item. All items are then stored on shelves in numerical order for each type.

After an item is processed and the accession number recorded on the IMC order card, items are held for abstracting and the bibliographic information is punched on cards and stored on magnetic tape, i.e., the Information File Tape (IFT), (see Fig. 3). At this point, abstracts include only immediately available information; indexing terms and descriptive resumes are added later. Entering the essential bibliographic information on the IFT at this early point insures better control of the item for library purposes.

Depending upon abstracting rates, two to three months may elapse before an item is abstracted and entered on the IFT with its descriptors. Procedures for entering information are detailed in the Keypunching Manual[3] devised specifically for this BIRS application. The Keypunching manual presents uniform procedures for recording of corporate entries, abbreviations and punctuation. All items have the same 10-field arrangement for author, title, publisher, etc. as summarized in Table 2 on page 12.

With pertinent information recorded on the IFT, we are free to print such lists as we desire, using the Printed Listing Program (PLP).

In our IMC, these are quarterly updatings of our author, title, and publisher listings as illustrated by Figure 4. Other lists are available, such as by copyright date or even by number of pages. The listing by publisher is especially useful for the librarian when placing an order according to certain publishers or manufacturers. For the purpose of weeding an IMC collection, a PLP by copyright date has certain obvious advantages.

Figure 3. Information Storage Tape (IFT)

Initial IFT Entry

```
550    280    *MEYEN, EDWARD  *SOCIAL ATTITUDE APPROACH TO SEX EDUCATION FOR THE      0550 01
              EDUCABLE MENTALLY RETARDED  *UNIVERSITY OF IOWA SPECIAL EDUCATION       0550 02
              CURRICULUM DEVELOPMENT CENTER  * C NONE  * 294-P.  *CM0550  *MR  *HCY-IMC 0550 03
              *STATUS  ABSTRACT IN PREPARATION                                       0550 04
```

Final IFT Entry

```
550    280    *MEYEN, EDWARD  *SOCIAL ATTITUDE APPROACH TO SEX EDUCATION FOR THE      0550 01
              EDUCABLE MENTALLY RETARDED  *UNIVERSITY OF IOWA SPECIAL EDUCATION       0550 02
              CURRICULUM DEVELOPMENT CENTER  * C NONE  * 294-P.  *CM0550  *MR  *HCY-IMC 0550 03
              *CONTENT SEX EDUCATION FOR MENTALLY RETARDED CHILDREN IS, IN THIS       0550 04
              CURRICULUM GUIDE, PLACED WITHIN A FRAMEWORK OF SOCIAL ATTITUDES AND     0550 05
              VALUES.  ORGANIZED IN A SEQUENTIAL PROGRAM FROM PRE-PRIMARY THROUGH     0550 06
              ADOLESCENCE, THE PROGRAM ATTEMPTS TO PRESENT FACTS AND BASIC CULTURAL   0550 07
              VALUES TO FACILITATE EMOTIONAL DEVELOPMENT AND SOCIAL ADJUSTMENT.       0550 08
                    THE PRE-PRIMARY SECTION CONCENTRATES ON ENCOURAGING A HEALTHY     0550 09
              BODY AND SELF-IMAGE AND RESPECT FOR OTHERS, AND PRESENTS NECESSARY      0550 10
              INFORMATION ON TOILET HABITS, THE GROWTH SEQUENCE, AND MALE AND         0550 11
              FEMALE ROLES.  THE PRIMARY SECTION STRESSES SOCIAL DEVELOPMENT,         0550 12
              PROVIDES SIMPLE FACTS ON HUMAN REPRODUCTION, AND DEALS WITH EMOTIONAL   0550 13
              GROWTH BY POINTING OUT DIFFERENCES IN PEOPLE AND BY PROMOTING           0550 14
              UNDERSTANDING OF NEGATIVE FEELINGS.  THE INTERMEDIATE SECTION           0550 15
              CONTAINS MORE INFORMATION ABOUT EMBRYO AND FETAL DEVELOPMENT,           0550 16
              AND GENERATES DISCUSSIONS ON SOCIAL, EMOTIONAL, AND PHYSICAL            0550 17
              DEVELOPMENT, COVERING MANY PHYSICAL AND EMOTIONAL CHANGES,              0550 18
              PEER RELATIONSHIPS, NEGATIVE BEHAVIOR, AND SEXUAL FEELINGS.             0550 19
              THE ADVANCED SECTION ATTEMPTS TO ENABLE THE ADOLESCENT TO               0550 20
              COPE WITH THE PROBLEMS OF PUBERTY AND TO PREPARE FOR ADULT LIFE.        0550 21
              DISCUSSIONS FOCUS IN GREATER DETAIL ON PHYSICAL DEVELOPMENT, MEETING    0550 22
              NEEDS, HANDLING EMOTIONS, ADULT RELATIONSHIPS, AND MARRIAGE AND FAMILY  0550 23
              LIVING.  THE AIM THROUGHOUT IS TO PRESENT A UNIFIED AND COMPREHENSIVE   0550 24
              CONCEPT OF DEVELOPMENT SHOWING THE INTERRELATIONSHIP OF PHYSICAL,       0550 25
              EMOTIONAL, AND SOCIAL GROWTH, WITHIN AN ATMOSPHERE ENCOURAGING FREEDOM  0550 26
              TO EXPLORE AND ASK QUESTIONS YET STRESSING SOCIAL RESPONSIBILITY AND    0550 27
              ATTITUDES THROUGH THE ADULT MODEL.                                      0550 28
```

Figure 4. Printed Listings

Author PLP

KEYWORD	ABSTRACT	FIELD	CONTEXT
BOWER	00344	01	*BOWER, ELI M. *A PROCESS FOR EARLY IDENTIFICATION OF EMOTIONALLY DISTURBED CHILDREN *CALIFORNIA STATE DEPT. OF EDUCATION * C 1958 * 111-P. *D0344 *ED *HCY-IMC
BOWLEY	00220	01	*BOWLEY, AGATHA H. *THE YOUNG HANDICAPPED CHILD EDUCATIONAL GUIDANCE FOR THE YOUNG BLIND, CEREBRAL PALSIED, AND DEAF CHILD *WILLIAMS AND WILKINS * C 1957 * 127-P. *D0220 *SE *HCY-IMC
BRANCH	00545	01	*BRANCH, MARGARET *GIFTED CHILDREN - RECOGNIZING + DEVELOPING EXCEPTIONAL CHILDREN *INTERNATIONAL PUBLIC SERVICE * C 1966 * 222-P. *D0545 *GC *HCY-IMC *STATUS ABSTRACT IN PREPARATION

Title PLP

KEYWORD	ABSTRACT	FIELD	CONTEXT
ABSORBENT	01310	02	*MONTESSORI, MARIA *THE ABSORBENT MIND *HOLT * C 1967 * 320-P. *D1310 *SE *HCY-IMC *STATUS ABSTRACT IN PREPARATION
ABSTRACT	00033	02	*RUBIN *ABSTRACT FUNCTIONING IN THE BLIND *AMERICAN FOUNDATION FOR THE BLIND *CFEB. 1964 *64-P. *D0033 *VH *HCY-IMC
ACCIDENT	00455	02	*SCHULZINGER, MORRIS S. *THE ACCIDENT SYNDROME THE GENESIS OF ACCIDENTAL INJURY A CLINICAL APPROACH *THOMAS * C 1956 * 234-P. *D0455 *CH *HCY-IMC

TABLE 2. Format of Standardized Bibliographical Entry for Abstracts

	AUDIO-VISUAL	CURRICULUM MATERIALS	DOCUMENTS	EQUIPMENT	JOURNALS
Field 1	Author	Author	Author	None	Author
Field 2	Title	Title	Title	Item name	Title
Field 3	Source	Source	Source	Source	Name of Journal
Field 4	Copy. date	Copy. date	Copy. date	Year	Issue date
Field 5	Price	# of pages	# of pages	Price	# of pages
Field 6	Number	Number	Number	Number	Number
Field 7	Category	Category	Category	Category	Category
Field 8	HCY-IMC	HCY-IMC	HCY-IMC	HCY-IMC	HCY-IMC
Field 9	Content	Content	Content	Content	Content
Field 10	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors

COMPUTER AIDED INDEXING

Having concluded our examination of information storage, let us consider the matter of information indexing.

We first attempted to use the ERIC Thesaurus for automated indexing. This was not a feasible method for two reasons. First, the thesaurus was too large for core memory. Second, many of the thesaurus terms were irrelevant to the materials in the IM Center collection. We then began a search for alternate methods of machine indexing. The ERIC Thesaurus is composed of terms selected *a priori* and then applied to a body of literature. We proposed to attack the problem from the opposite direction. Our terms were selected from the literature itself and then applied. This seemed to insure that we would be indexing using the same terms that were contained in the literature.

To arrive at our original list of thesaurus terms, we used the Descriptive Analysis Program (DAP) to prepare a concordance with word frequencies for our entire file of abstracts. A sample output is shown in Figure 5.

Figure 5. Concordance with Word Frequencies
for Content Analysis

```
KEYWORD             ABSTRACT  FIELD DUPS.  CONTEXT

BILATERAL           00113(CONTENT).
BILLION             00062(CONTENT).
BINAURAL            00069(CONTENT).
BINET               00048(CONTENT).
BINOCULAR           00106(CONTENT), 00116(CONTENT), 00140(CONTENT.2).
BIOCHEMICAL         00119(CONTENT).
BIOCHEMISTRY        00227(CONTENT).
BIOELECTRICAL       00197(CONTENT).
BIOGRAPHICAL        00041(CONTENT), 00112(CONTENT).
BIOGRAPHIES         00215(CONTENT).
BIOGRAPHY           00040(CONTENT), 00062(CONTENT), 00123(CONTENT).
BIOLOGICAL          00041(CONTENT), 00107(CONTENT), 00137(CONTENT).
BIOLOGIST           00134(CONTENT).
BIOPHYSICAL         00068(CONTENT).
BIOSOCIAL           00198(CONTENT).
```

Next, a careful selection was made of those words of relevant content which were mentioned most frequently. This operation netted a thesaurus with approximately 300 primary words with pertinent synonyms.

We devised three methods for choosing descriptors, from pure computer-aided indexing to complete manual selection of terms. The 3 criteria were vocabulary control, efficiency in cost of indexing, and effectiveness of searching.

Method #1 was automated indexing using our standard thesaurus of terms which contains pertinent curricular area, disability area, and grade level descriptors as a standard-include list. This insures complete control over the vocabulary of terms being utilized. Computer time cost was $.30 per abstract indexed, with about 25 descriptors found per abstract. After we added nearly 100 more new manually selected terms to our standard-include, we obtained 90% of the pertinent descriptors normally selected by human indexers.

Method #2 was a manually produced DFT wherein indexers were asked to note any words they felt would make good descriptors, whether included in the abstract text or not. Cost involved for this operation was about $.50 per abstract. No vocabulary control was exercised. After compiling the indexers' lists, it was apparent there is wide variance of opinion in what constitutes a good descriptor. As many as 40 words were chosen, with perhaps only 10 mentioned more than three or four times. In view of the time involved, computer-aided indexing techniques could delineate the same words as was the case in method 1.

Method #3 was an automated indexing method using a standard set of exclude terms, as contrasted to the first automated method which used a set of include terms. No meaningful vocabulary control is exercised at this time, since only syntactic words such as "a," "an," and "the" are excluded. In time, this may become as viable a method as method #1, particularly if the decision is to construct a thesaurus to exclude rather than include terms. The most obvious problem at present is that all words not excluded will naturally be included as descriptors. In some instances, 75 possible descriptors were selected for a single abstract! This method was comparable to method #1 in computer time, but involved going through the DAP output to determine which terms were the best 32 descriptors. (Presently, we have an arbitrary limit of 32 descriptor terms for automated question-and-answer systems.)

Of the three methods, method #1 has consistently provided the best answers in terms of vocabulary control as well as over all efficiency. Since this method selects 90% of the pertinent descriptors, we feel that further analysis at this time is not worth the effort expended. Retrieving pertinent answers seems not to have been significantly affected by this decision.

COMPUTER PRODUCTION OF ABSTRACT CATALOGS

The production of library catalogs is an integral part of descriptor assigning activity. The Printed Indexing Program (PIP) was used to prepare key-word term entry indexes for catalogs. Before producing any catalogs, we had to first decide upon the form in which they were to be printed. This has not been a matter of concern in traditional libraries since only one choice is available: the card catalog, which has obvious physical as well as cost limitations.

We have studied two formats for printed subject indexes, a KWIC and a KWOC (see Figure 6) and have given users a chance to react to both. The most popular has been the KWIC format which affords more information from its printing of the line from the abstract from which the term was taken. While differing in physical appearance, both indexes have the same information. This figure also illustrates the use of indexes for abstract location.

In the IMC all indexes are combined and bound along with a full printout of the IFT. With the index and abstracts enclosed in the same binder, a reader can search out the most likely items and, while still seated, read an abstract of it instead of losing valuable time searching for the item on a shelf in order to peruse the contents. After reading the pertinent abstracts and deciding which items are most appropriate, a search is made of the shelves, where the items are arranged in numerical order by accession number. This accession number listing obviates the need for a classification scheme since an item can be recalled under many headings. In the present system, an item may appear under unlimited headings for printed indexes. This is an improvement over the possibilities offered by traditional libraries, which have, on the average, only 4-6 headings for each item.

Figure 6. Printed Catalog of Abstracts with Main Types of Indexes

```
     KWOC Type Index

AMERICAN                00011, 00018, 00036, 00086.
ANALYSIS                00004, 00012, 00014, 00046, 00048, 00060, 00082.
ANATOMICAL              00078.
ANATOMY                 00052, 00053, 00054.
ANTHROPOLOGY            00041.
APHASIA                 00057.
APPENDIX                00071.

     KWIC Type Index

  KEYWORD    ABSTRACT  FIELD DUPS.   CONTEXT

ACTIVITY     00012 CONTENT           CATEGORIES, HOWEVER, THERE ARE 2 TYPES OF ACTIVITY CATEGORIES LISTED     0012 10
             00080 CONTENT           BULK OF THE BOOK DEALS WITH THE IDEA OF AN ACTIVITY PROGRAM AND THE      0080 11
             00113 CONTENT           ACTIVITY, AND THE PERIPHERAL AND CENTRAL EXPLANATION OF ACUITY. IN      0113 11
             00119 CONTENT           ACTIVITY OF THE RETINA PROVIDED THE AUTHORS WITH THE PHYSIOLOGICAL BASIS 0119 11

     Abstract Listing

12   220   *GRAHAM  *SOCIAL RESEARCH ON BLINDNESS  *AMERICAN FOUNDATION FOR THE      0012 01
           BLIND  *C1960  *177-P  *D0012  *VH  *HCY-IMC
           *CONTENT THIS IS A SURVEY OF RESEARCH PROJECTS                           0012 02
           AND PUBLICATIONS CATEGORIZED AND ANALYZED IN ORDER TO MAKE THESE          0012 03
           MATERIALS MORE MEANINGFUL TO RESEARCH WORKERS.  IT WAS ORGANIZED INTO 5   0012 04
           CONTENT CATEGORIES A) GENERAL SOCIAL RESEARCH ON BLINDNESS B) THE ADULT   0012 05
           BLIND (VOCATIONAL AND PERSONAL REORGANIZATION, BLINDED VETERANS AND AGED  0012 06
           C) THE BLIND YOUNG D) THE DEAF-BLIND AND E) PSYCHOLOGICAL MEASUREMENT.    0012 07
           THERE IS AN UNAVOIDABLE OVERLAP AMONG SOME OF THE CATEGORIES, HOWEVER     0012 08
           THERE ARE 2 TYPES OF ACTIVITY CATEGORIES LISTED ALSO, WHICH ARE USED TO   0012 09
           FURTHER DESCRIBE THE 5 CONTENT CATEGORIES INTO PROJECTS AND PUBLICATIONS. 0012 10
           EACH CATEGORY BEGINS WITH A GENERAL DESCRIPTION AND ANALYSIS OF THE       0012 11
           AREA - THIS IS FOLLOWED BY THE RESEARCH PROJECTS DESCRIBED WITH - TITLE,  0012 12
           PURPOSE, INVESTIGATOR, CONDUCTED BY, AND DURATION.  THE PUBLICATIONS ARE  0012 13
           THEN LISTED IN THE BIBLIOGRAPHIES.  SOME ADDITIONAL FACTS ARE - 71 PER    0012 14
           CENT OF THE RESEARCH PUBLICATIONS WERE PUBLISHED SINCE 1953 - ONE-HALF    0012 15
           THE CURRENT RESEARCH PROJECTS PERTAIN TO THE YOUNG BLIND - ARTICLES       0012 16
           CONSTITUTE 60 PER CENT OF ALL THE ITEMS - DISSERTATIONS ARE MOST COMMON   0012 17
           ON PROBLEMS OF VOCATIONAL AND PERSONAL REORGANIZATION WHILE LEAST         0012 18
           COMMON ON DEAF-BLINDNESS.  THERE ARE A TOTAL OF 151 RESEARCH PROJECTS AND 0012 19
           508 PUBLICATIONS.                                                          0012 20
```

AUTOMATED SEARCHING

To complete our examination of the IM Center, let us discuss automated searching. While our printed indexes constitute one major form of printout, the other major form is the Automated Question and Answer system. This system utilizes the DFT that has been designed to store up to 32 descriptors per abstract.

In the MSU/IMC, patrons seeking a computer search are asked to write down the terms about which they desire information on the Question and Answer Form. Synonyms previously incorporated into the thesaurus dispense with many of the language problems encountered in asking questions. For example: a request is made for information on sex education for mentally retarded children. The Description File Search Program (DFSP) examines the DFT for relevant abstracts and stores their access numbers on the Question File Tape (QFT).

The Information File Retrieval Program (IFRP) reads the requests and access numbers from the QFT, retrieves the corresponding abstracts from the IFT, and prints both the request and abstracts for the user, as illustrated in Figure 7. While our example contained only four terms, it could have been increased to 32 terms, to further specify the user's information needs. Two methods of searching are used by BIRS programs.

Relevance searching is based upon the calculation of similarity coefficients between abstracts and question. This method is designed for use by inexperienced users. Logical searching is based upon the traditional method of Boolian search, with terms and logical operators. Logical searching is used by more experienced individuals.

Costs for the foregoing systems are best expressed in terms of dollar costs per hundred abstracts. The average for printed indexes in $20 per hundred. The average cost for searching is about $.25 per question, per hundred abstracts.

Figure 7. Sample Question and Answer for Automated Searching

```
SEARCHING METHOD.
            METHOD OF CALCULATING RELEVANCE INDEX = LOGICAL
            MINIMUM RELEVANCE INDEX USED FOR RETRIEVAL = 1.000
            MAXIMUM NUMBER OF ANSWERS REQUESTED = 10

QUESTION TEXT
        SEX.AND.EDUCABLE.AND.RETARDED.AND.EDUCATION


            ABSTRACT NO. 550  WORD COUNT 280  RELEVANCE INDEX 1.000

        *MEYEN, EDWARD  *SOCIAL ATTITUDE APPROACH TO SEX EDUCATION FOR THE
        EDUCABLE MENTALLY RETARDED  *UNIVERSITY OF IOWA SPECIAL EDUCATION
        CURRICULUM DEVELOPMENT CENTER  *C NONE  * 294-P  *CM0550  *MR  *HCY-IMC
        *CONTENT SEX EDUCATION FOR MENTALLY RETARDED CHILDREN IS, IN THIS
        CURRICULUM GUIDE, PLACED WITHIN A FRAMEWORK OF SOCIAL ATTITUDES AND
        VALUES.  ORGANIZED IN A SEQUENTIAL PROGRAM FROM PRE-PRIMARY THROUGH
        ADOLESCENCE, THE PROGRAM ATTEMPTS TO PRESENT FACTS AND BASIC CULTURAL
        VALUES TO FACILITATE EMOTIONAL DEVELOPMENT AND SOCIAL ADJUSTMENT.
                THE PRE-PRIMARY SECTION CONCENTRATES ON ENCOURAGING A HEALTHY
        BODY AND SELF-IMAGE AND RESPECT FOR OTHERS, AND PRESENTS NECESSARY
        INFORMATION ON TOILET HABITS, THE GROWTH SEQUENCE, AND MALE AND
        FEMALE ROLES.  THE PRIMARY SECTION STRESSES SOCIAL DEVELOPMENT,
        PROVIDES SIMPLE FACTS ON HUMAN REPRODUCTION, AND DEALS WITH EMOTIONAL
        GROWTH BY POINTING OUT DIFFERENCES IN PEOPLE AND BY PROMOTING
        UNDERSTANDING OF NEGATIVE FEELINGS.  THE INTERMEDIATE SECTION
        CONTAINS MORE INFORMATION ABOUT EMBRYO AND FETAL DEVELOPMENT,
        AND GENERATES DISCUSSIONS ON SOCIAL, EMOTIONAL, AND PHYSICAL
        DEVELOPMENT, COVERING MANY PHYSICAL AND EMOTIONAL CHANGES,
        PEER RELATIONSHIPS, NEGATIVE BEHAVIOR, AND SEXUAL FEELINGS.
        THE ADVANCED SECTION ATTEMPTS TO ENABLE THE ADOLESCENT TO
        COPE WITH THE PROBLEMS OF PUBERTY AND TO PREPARE FOR ADULT LIFE.
        DISCUSSIONS FOCUS IN GREATER DETAIL ON PHYSICAL DEVELOPMENT, MEETING
        NEEDS, HANDLING EMOTIONS, ADULT RELATIONSHIPS, AND MARRIAGE AND FAMILY
        LIVING.  THE AIM THROUGHOUT IS TO PRESENT A UNIFIED AND COMPREHENSIVE
        CONCEPT OF DEVELOPMENT SHOWING THE INTERRELATIONSHIP OF PHYSICAL,
        EMOTIONAL, AND SOCIAL GROWTH, WITHIN AN ATMOSPHERE ENCOURAGING FREEDOM
        TO EXPLORE AND ASK QUESTIONS YET STRESSING SOCIAL RESPONSIBILITY AND
        ATTITUDES THROUGH THE ADULT MODEL.
```

Personnel directly related to the IR operations are the librarian, secretary, data processor, and keypunch operator. The latter two spend all of their time with the IR system, while the librarian and secretary devote only half their time under normal circumstances. All work is directed by the librarian; the data processor is responsible for making runs on the computer, proofreading cards and maintaining files.

In conclusion we have presented a case study of the automation of one regional library using methods appropriate to library networks. This method of library automation retains local initiative and direction of operations, while at the same time allowing for the integration of local centers into a larger library system. By combining regional libraries, a suitable growth pattern can be established on a local basis. Using standardized procedures for bibliographic entry and computer applications, all libraries are able to draw upon the resources of the others. No local center has been forced into a single uniform mold. Instead, each center has begun with locally based operations, and is now growing into a national information system for special education.

We have experienced many problems, but none that cannot be solved through cooperation and standardization. The integrated teamwork of the librarian, data processor, computer programmer, and computer laboratory operators is imperative to the success of the program. Intra-center cooperation and effort cannot be stressed enough, since failure to communicate mutual ideas and plans at any point in the professional line-up will result in wasted effort, duplication and non-realization of intended goals.

The most vexing problem has been in the production of multiple copies of our printed catalogs, which can number several hundred pages. This large-scale output has not been popular with the personnel in our university computer facility, and an IMC cannot exist without multiple copies of its catalogs. However, university computer centers tend to be oriented to the small user with perhaps two to three minutes of computer time and an output of a like number of pages. While we are not tying up high-speed computers for inordinate lengths of time, existing output devices are being taxed to the limit. The difficulty lies with equipment that cannot handle the heavy demand and with antiquated operating rules and regulations of computing facilities. We feel that many facilities are retarding the development of computerized library techniques by not solving the output problem of multiple copies.

Another problem relates to the automated searching. Universities seem reluctant to spend sufficient funds to obtain the necessary time-shared facility for conversational searching and retrieval. In general, we have been more troubled by short-sighted administrative policies than by technical difficulties. If this continues to be the case, many automated libraries will be better off with their own computing facilities.

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EMPIRICAL STUDY OF INSTRUCTIONAL MATERIALS EVALUATION IN SPECIAL EDUCATION

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*Member Instructional Materials Network for Handicapped Children and Youth
U.S. Office of Education – Bureau of Education for the Handicapped

EMPIRICAL STUDY OF INSTRUCTIONAL MATERIALS EVALUATION IN SPECIAL EDUCATION

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(Presented at 47th Annual International Convention of the Council for Exceptional Children, Denver, Colorado, April 8 - 12, 1969)

The term "instructional materials" once elicited a picture of a blackboard, a record player, and possibly an opaque projector. Today this term has come to mean much more. A quick trip through the exhibits area at this convention uncovers a wealth of instructional materials that are available to the classroom teacher. In fact, it could almost be called a "jungle" of instructional materials. Jungle, a highly descriptive word, brings to mind such thoughts as being lost, engulfed, closed in, and very threatened. How can we make this jungle meaningful?

This paper is one attempt to comprehend the jungle. It is concerned with the evaluation of instructional materials; evaluation as a tool for providing today's teacher with a means of getting into the jungle; finding particular materials to meet her needs; and bringing them into the classroom and making effective use of them.

THE PROBLEM

The Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University has co-sponsored a series of studies with the Office of the State Superintendent of Public Instruction in Indiana.[1] These studies are aimed at assessing the potentialities of practitioners as evaluators of instructional materials.

---

[1] Funds for the Evaluation Institutes were provided by the Department of Special Education, Office of the Superintendent of Public Instruction, State of Indiana.

The topic of materials evaluation has gained considerable impetus during the last few years. More and more projects are being undertaken to examine a few of the many problems associated with evaluation. Some projects have focused on an informal approach, requesting teachers to write a short descriptive statement about a material they have seen or used. Check lists are being developed to guide these teachers in their evaluation. The question arises--how were the criteria for the check list developed? In many instances they were developed in a purely intuitive manner. A second question might be, is it possible to design an inclusive form or check list that would cover all of the necessary evaluative aspects of a material and its use?

In other instances, experts have met to devise sets of criteria for evaluating. These criteria are usually based on more or less well defined learning theory and are concerned with what a particular material should accomplish. Extensive laboratory or field testing of a material is then conducted to find out if its purpose is accomplished. "Pass or fail" in this evaluative concept is often dependent upon how the teacher uses the material. If the teacher does not use the material to its fullest potential in relation to its inherent "learning qualities," it will be less than ideally effective. Herein is a serious, but not well recognized, problem of evaluation: Do existing evaluative schemes fully take into account the wide range of teaching styles?

As yet there is no basis for proposing some "right" approach that evaluation should take. Of more importance to the classroom teacher, there is no available catalog of evaluations to cover the many materials on the commercial market. Obviously, some sort of sound, common approach to evaluation needs to be developed before such a library of evaluations can be produced. It is possible, however, to consider both the approach to evaluation and the product of evaluation simultaneously. It is this dual approach that has been tried in this study: the development of a library of material evaluations *and* the systematic study of the evaluation process.

THE EVALUATION INSTITUTE

To effectively attack both questions it was decided to hold an Evaluation Institute. The Institute would be built around a game structure to avoid the usual lectures and speeches, and provide a teacher-oriented activity with high motivation for the participants.

Selected teachers in a single area of special education, the educable retarded, were invited to attend a three-day meeting. No prior information concerning the design of the Institute was provided the teachers. They were merely asked to participate in a state-sponsored function. Great care was taken at this stage. We did not want the teachers trying to organize their thinking prior to the Institute. Such organization is usually concerned with attempting to second-guess what will be discussed. In other words, we didn't want the teachers asking themselves,"What will they want me to say?" or "What should I be ready to learn?". Instead, our planning called for a series of activities -- games -- that would allow them to organize their own thoughts as a part of the procedure. We were concerned with what they, as practitioners, thought were the important aspects of evaluation.

Sub-Group Activity (Game)

The 16 group members were randomly assigned to four-member teams. Each team was given a packet of envelopes and seated around its own table on which were three large sacks. Their instructions were to open Envelope

#1 and proceed as directed (See Figure 1).

Envelope #1 instructed them to open their own Sack #1 and to discuss the instructional material it contained. Once it was discussed, they were to list ten of its strengths or weaknesses. After they finished this step, they went on to Envelope #2 which told them not to open Sack #2, but instead to list twelve questions that they thought should be asked to probe the strengths and weaknesses of the unknown material in the second sack, whatever it might be. Envelope #3 directed them to open the sack and to answer their own questions about the material they would find.

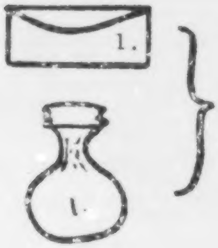
Envelope #4 then asked for a list of ten questions to be asked of another unknown material in the third sack. Envelope #5 directed them to open Sack #3 and answer their questions, again using pre-structured evaluation questions to assess a "new" material.

Finally, Envelope #6 asked them to construct a listing of all the questions they had learned were important to probe the strengths and weaknesses of a material. Envelope #7 requested that they rate the items on a three point scale in regards to their importance.

In setting up this activity we were concerned with finding out 1) if different types of materials might suggest different evaluative criteria, 2) what evaluative criteria are important to the practitioner through the investigation of the dynamics of systematic development, and 3) the effect of such a game-based activity as a sensitizing device, making the teacher cognizant of the many questions that must be asked when considering evaluation. The activity proved beneficial in all areas.

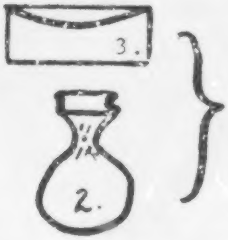
To assess the effect of different types of material on the development of criteria, we devised a matrix whereby two of the groups first investigated a material categorized as "hardware" (Language Master and Audio Flashcard),

Figure 1 SEQUENCE OF ACTIONS FOR SUB-GROUP ACTIVITY[1]



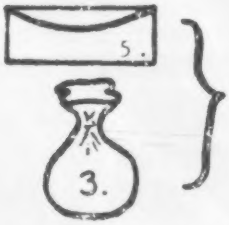
Discuss strengths and/or weaknesses of the instructional material in Sack #1. List ten strengths and/or weaknesses of this material.

List twelve questions that should be asked to probe the strengths and/or weaknesses of the unknown material in Sack #2.



Open Sack #2 and answer your twelve questions.

List ten questions that should be asked to probe the strengths and/or weaknesses of the unknown material in Sack #3.



Open Sack #3 and answer your ten questions.

List all of the questions that should be asked to probe the strengths and/or weaknesses of an instructional material.

Rate your questions on a three point scale.
1= Exceptionally important
2= Important
3= Moderately important

---

[1] See Appendix I for exact contents of envelopes

and two of the groups began with a material categorized as "software" (workbook, reader, etc.), (see Figure 2). This aspect of the study showed that there were no great differences in criteria that were developed through exposure to hardware and software, versus exposure to software alone.

All four sub-groups identified evaluative criteria that were later classified according to nine general headings. Of the nine general headings (How is the material used?, What teacher preparation is necessary?, etc.) three of the sub-groups identified all nine and one identified seven.

Criteria that was most frequently identified by the sub-groups included the cost of the material, whether it can be used individually or in groups, the type of child that it can be used with, and whether it contains student appeal.

If the success of an activity can be judged by the amount of verbalization it has provoked, this activity was a success! The informal discussions that had preceded the activity turned to strong and sometimes heated debate concerning what items should be included or excluded in their lists of strengths and weaknesses of a particular material. It is interesting to note that at this stage the teachers were not yet using the word "evaluation." They instead were concerned with discussing particular materials and whether or not they could be used successfully with their students.

Discussion

The second session of the Evaluation Institute began with a discussion period. The participants welcomed the opportunity to share their individual reactions to the game activity. Copies of each sub-group's final list of questions were distributed and comparisons were made. The topic of evaluation was introduced and the teachers were instructed to return home and think

	Sack #1	Sack #2	Sack #3
Group 1	Language Master (Hardware)	How to Hold Your Job (Software)	Peabody Language Development Kit 1 (Software)
Group 2	Audio Flashcard (Hardware)	How to Hold Your Job (Software)	KELP Kit (Software)
Group 3	Mixie the Pixie (Software)	Matrix Games (Software)	KELP Kit (Software)
Group 4	Fairbanks-Robinson Program/1 (Software)	Matrix Games (Software)	Peabody Language Development Kit 1 (Software)

Figure 2 INSTRUCTIONAL MATERIALS USED IN SUB-GROUP ACTIVITY

about possible formats that might be developed for recording and utilizing this information in actually evaluating an instructional material.

Development of an Evaluation Form

The third session was devoted to developing such a form (see Appendix III A). In two stages, the group first identified those aspects of evaluation that they now felt should be included in a form. Then they ordered the questions and decided on an appropriate format for each. The Evaluation Form was then duplicated and copies made available to each participant.

Using the Evaluation Form

The fourth session of the Institute allowed the teachers to evaluate a large number of materials that were provided. Their evaluations were written on the forms they had developed. Certain of the materials were earmarked for evaluation by more than one evaluator. Later analysis showed that there were no great differences between evaluators utilizing the same format for evaluating a material. Of the differences that did occur, the primary one was due to the individual evaluator's particular teaching assignment. A junior high school teacher might find different value in a material than an elementary school teacher. As a group, however, teachers of the same level identified similar values.

Modification and Revision of the Evaluation Form

Finally, the fifth session allowed the teachers to modify or change their Evaluation Form as an outcome of their evaluating experience. The only change was the elimination of one minor sub-item and the modification of some of the modes used for recording information (using checks rather than circling an item).

An Ongoing Evaluation Group

A recurring question throughout the Institute was the artificial environment in which the participants were doing the evaluating. Obviously a truer picture of a material could be drawn from actual classroom use. It was then decided that classroom evaluation would be undertaken. In this way the group could empirically test the instrument they had developed. To best accomplish this, an organizational framework was established for an ongoing evaluation group - the Evaluation Network of Indiana Teachers. When they returned to their classrooms, each member evaluated at least one new material on the Evaluation Form. Particular attention was paid to the utilization of the form and whether or not it provided sufficient latitude and specificity to make the evaluation meaningful. Completed evaluations were then collected and circulated to all members of the group.

FOLLOW-UP MEETINGS

Two follow-up meetings were later held with the group. The first was held after the form was used for a month and a half, and the second meeting was four months later.

At the first follow-up meeting the topic of discussion was the effectiveness of their Evaluation Form. The group was again sub-divided into four member teams and each participant instructed to write out one change that they thought should be made in the form. These changes were then collected and re-distributed to different individuals. Each teacher was asked to make a one-minute presentation to his sub-group stressing why the change noted on the piece of paper he now held should be incorporated in the Evaluation Form. The sub-groups voted on the presentations they had heard and the four "winners" were presented to the total group. The group acted on the changes, incorporating those that they felt were necessary.

The primary concern of the group at this follow-up meeting was that the Evaluation Form was too limiting in most of the items. Many of the items were of a checklist nature and it was felt that they were not inclusive enough. To make the checklists more inclusive, however, would yield a form that would be almost unmanageable. Instead, the group decided to eliminate most of the checklists and leave the space blank for the evaluator to enter the pertinent information. With the distinct possibility that some information would unwittingly be omitted, a thesaurus of key words was developed to assist the evaluator. This Evaluator's Guide (see Appendix IV) consists of a page for each numbered question on the Evaluation Form. On each page are listings of words that might stimulate the evaluator to think of other aspects of the material. In use, the evaluator would first fill out the form, then consult the Guide for each question to see if the answer should or could be expanded. The Evaluator's Guide proved to be an excellent addition. It was a constant reminder of the Institute and the many aspects of evaluation.

The second follow-up meeting was a discussion of the format that should be used for disseminating the finished evaluations. The battle was only half won if teachers would not take the time to read the resultant evaluations. The concern of the group was that the information should be related in no more than one page, and it should be attractive enough to invite perusal.

A unique publication was decided upon. It was a two-part publication consisting of a number of printed pages and a clear acetate overlay. The acetate overlay, printed in red ink, contained all of the questions from the Evaluation Form. It did not contain, however, any of the information entered by the evaluator. This information -- the actual evaluation -- was printed on regular paper. Since it contained only answers and no questions. it could be easily scanned by a reader. The reader could glance through the printed pages looking for evaluations of materials that looked interesting. When one is identified, the acetate overlay is placed over the printed page and the complete report, questions and answers, is read.

CONCLUSION

An Evaluation Institute such as the one described in this paper can provide a needed look at a practitioner-based system for evaluating instructional materials. Certainly, there are many other approaches and techniques that can and should be tried. The case reported here is a beginning. It put the focus on the shoulders of the classroom teacher. The classroom teacher: is the developer of the evaluative criteria; is the evaluator of the material; develops the vehicle for dissemination; and finally, reads the completed evaluation. All four are necessary aspects for a total approach towards evaluation.

Through this study we have learned a number of interesting things. Given the structuring and motivation of a game-like atmosphere, teachers can provide a set of criteria that is meaningful to them. There seems to be a good deal of agreement among the teachers used in this first study concerning this criteria. Though this does not imply that the criteria developed by these teachers are those that should be used, it does suggest an initial set that will be further explored in future studies of this nature.

The conclusion of this experience is that teachers do possess an understanding of what are the important aspects of evaluation when concerned with instructional materials. The use of a game-like situation allowed the participants to structure their own thinking within an interesting setting. The result was the systematic development of a set of evaluative criteria that possessed meaning for the teachers. By treating it as a game, the usual semantic problems associated with a word as strong as "evaluation" were avoided. The teachers were dealing with a familiar topic. They were discussing the strengths and weaknesses of a material in much the same manner as they do over a cup of coffee in the teachers' lounge. The addition of the sealed envelopes provided just enough suspense to keep the group highly motivated in what could potentially be an exceedingly boring task.

The study indicates that an inclusive form for evaluating different types of instructional materials is feasible. The approach suggested relies upon two facets. First, the teachers must be cognizant of the parameters of evaluation and the behaviors necessary for evaluating materials. Secondly, a vehicle must be provided for the continual re-exposure of the evaluator to these parameters.

This study should not be misunderstood as a critique to the development and use of highly sophisticated evaluation instruments. It does suggest, though, that the needs of the classroom teacher do not necessarily require the development of such instruments. A highly sophisticated instrument has value as a yardstick for material development and revision. This study suggests that a teacher-developed evaluation instrument can be effectively utilized for the recording and dissemination of information about a material. Information that is being urgently requested by classroom teachers.

We have learned that through the use of a game-like approach it is possible to develop teams of evaluators. Most importantly, the use of games can be effectively employed to sensitize teachers in the parameters of evaluation.

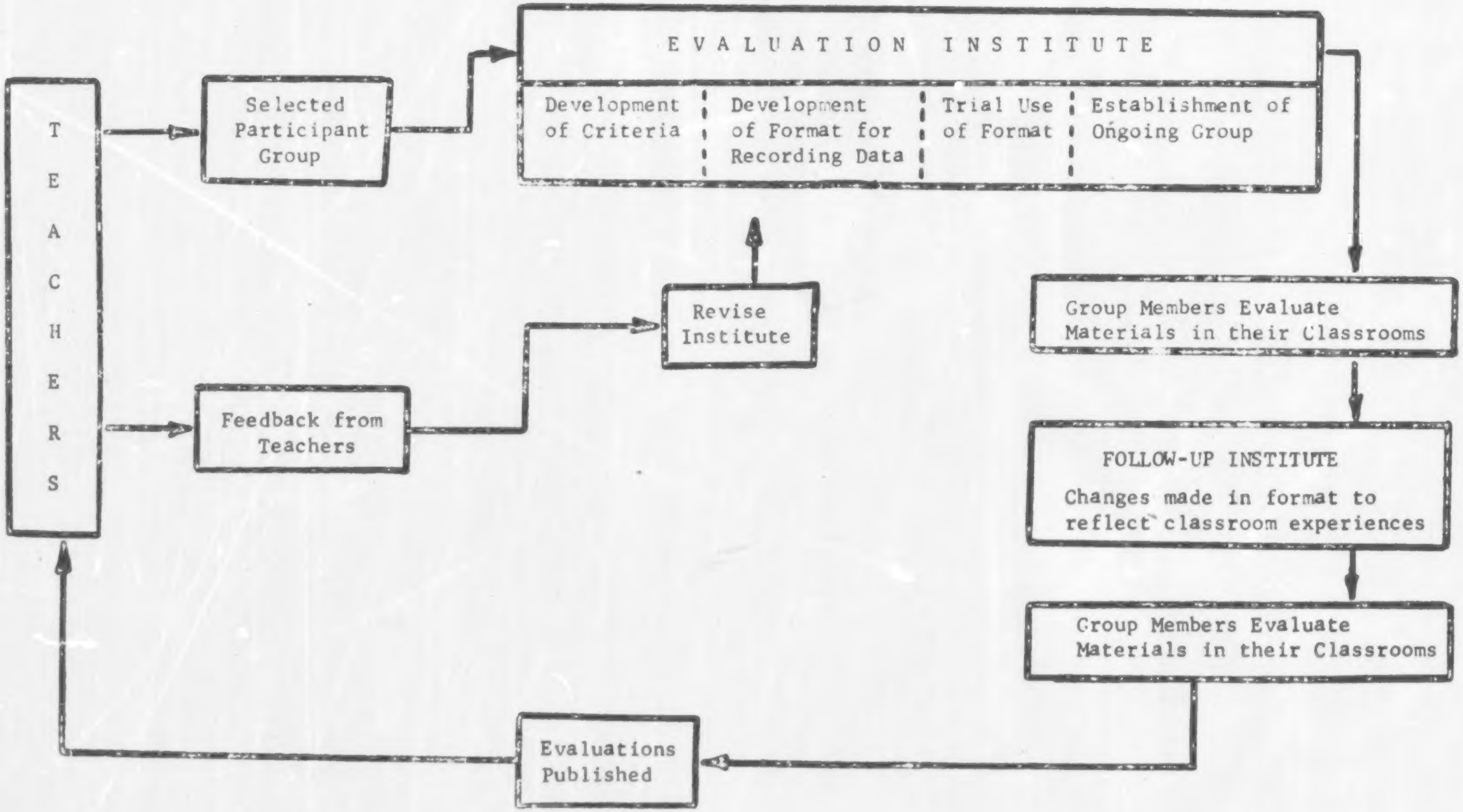

T E A C H E R S
Selected Participant Group
Feedback from Teachers
E V A L U A T I O N I N S T I T U T E
Development of Criteria
Development of Format for Recording Data
Trial Use of Format
Establishment of Ongoing Group
Revise Institute
Group Members Evaluate Materials in their Classrooms
FOLLOW-UP INSTITUTE
Changes made in format to reflect classroom experiences
Group Members Evaluate Materials in their Classrooms
Evaluations Published

Figure 3 EVALUATION NETWORK OF INDIANA TEACHERS

APPENDIX I

CONTENTS OF ENVELOPES USED DURING SUB-GROUP ACTIVITY

Envelope #1

TO BE READ ALOUD TO THE GROUP:

There are three sacks on the table in front of you. Open the sack marked #1.

Discuss the strengths and weaknesses of the instructional material in sack #1. As you discuss the material, write out 10 statements. Have each statement describe either on strength or weakness of the material. (It is not necessary to have the same number of weaknesses and strengths, but.the total number should be 10.)

When you have finished the 10 statements, return them to Envelope #1 and have it collected. Then go on to Envelope #2.

Envelope #2

TO BE READ ALOUD TO THE GROUP:

In the spaces below, write out 12 questions that should be asked to probe the strengths and weaknesses of the unknown material in sack #2. (Do NOT open sack #2)

When you have finished the 12 questions, go on to Envelope #3

Envelope #3

TO BE READ ALOUD TO THE GROUP:

Open the sack marked #2.

Discuss the strengths and weaknesses of the instructional material in sack #2.

Answer in the spaces below the 12 questions that you wrote out before seeing the material.

When you have finished answering the 12 questions, return the questions to Envelope #2, and the answers to Envelope #3 -- then have them both collected. Then go on to Envelope #4.

Envelope #4

TO BE READ ALOUD TO THE GROUP:

In the spaces below, write out 10 questions that should be asked to best probe the strengths and weaknesses of the unknown material in sack #3. (Do NOT open sack #3)

When you have finished the 10 questions, go on to envelope #5.

Envelope #5

TO BE READ ALOUD TO THE GROUP:

Open the sack marked #3.

Discuss the strengths and weaknesses of the instructional material in sack #3.

Answer in the spaces below the 10 questions that you wrote out before seeing the material.

When you have finished answering the 10 questions, return them to Envelope #4, and the answers to Envelope #5 -- then have them both collected. Then go on to Envelope #6.

Envelope #6

TO BE READ ALOUD TO THE GROUP:

In the spaces below write out ALL of the questions that should be asked to probe the strengths and weaknesses of an instructional material.

When you have finished writing out all of the questions that should be asked, go on to Envelope #7.

Envelope #7

TO BE READ ALOUD TO THE GROUP:

Rate the questions that you have just written by assigning each question a number from 1 to 3.

1 = Exceptionally important
2 = Important
3 = Moderately important

Write the number ratings alongside the questions.

When you have finished, return the questions to Envelope #6 and have them collected.

APPENDIX II

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

GROUP I

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

Envelope #2	Envelope #4	Envelope #6	Final Criteria Developed By Total Group
			Developmental information
What area of instruction	What subject matter is covered		Contents (Subject area? Accurate?)
What age levels What senses are used Does it provide repetition Has it been used successfully	What mental age Is vocabulary simplified Will it develop verbal or performance skills	Does it aid in motor devel. Can it be used with physical disabilities Does it develop serial competencies Does it develop self-reliance	How is it used?
Is cost justified			Cost (Justified?)
Is it durable Is it readily accessible			Physical characteristics (Durable? Reusable? Replaceable parts? Portable? Easy to use?
Used individually Used in group Used without supervision	Used individually Used in group Used without supervision	Used individually Used in group Used without supervision	Teaching procedure
			Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)
Does it appeal to the interests of the child	Does it appeal to the retarded child	Does it appeal to the retarded child	Pupil reaction (Attractive? Hold interest?)

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

GROUP II

Envelope #2	Envelope #4	Envelope #6	Final Criteria Developed By Total Group
	What is the rationale	What is the rationale Has it been proven effective	Developmental information
Does it apply to everyday life		Can child use information in everyday life	Contents (Subject area? Accurate?)
What grade level What are uses What socio-economic level	Is usable with various grade levels Does it meet students growing needs	What level Can it be used with the retarded child Does it meet students growing needs	How is it used?
What is the cost	What is the cost	What is the cost	Cost (Justified?)
Is it reuseable Is it easy to manipulate What are quality of contents	Is it readily available Is it easily movable Is it durable Are there replaceable parts	Is it durable	Physical characteristics (Durable? Reusable? Replaceable Parts? Portable? Easy to use?)
		Do results justify time spent in using	Teaching procedure
Is it teacher motivational		Can I present material effectively	Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)
Does it create interest	Does it hold interest	Does it appeal to children	Pupil reaction (Attractive? Hold interest?)

GROUP III

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

Envelope #2	Envelope #4	Envelope #6	Final Criteria Developed By Total Group
Were special educators involved in production	Are authors qualified	Are authors qualified	Developmental information
	Does it include more than one subject area	Does it include a wide subject area	Contents (Subject area? Accurate?)
Is it multi-level Does it meet student needs Does it fit students achievement level	Does it have limited usefulness Is it suitable for brain damaged	Is it multi-useful Is it multi-level Is it suitable for brain damaged Does it help child adjust to society What are objectives and purposes	How is it used?
Is it reasonable priced	Is priced comparably to other materials	Is it reasonable priced	Cost (Justified?)
Is it durable Is it easy to use Is it cluttered	Is it sturdy	Is it durable Is it easy to use	Physical characteristics (Durable? Reusable? Replaceable parts? Portable? Easy to use?)
Used individually Used in group Is it supplementary or a unit in itself	Used individually Used in group Is it supplementary or a unit in itself	Used individually Used in group Is it supplementary or a unit in itself Is it diagnostic Is it a unique approach	Teaching procedure
Is manual available	How extensive is manual	Is manual specific Is there a method for student evaluation	Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)
Does it have a high interest level	Does it have a high interest level	Does it have attractive format	Pupil reaction (Attractive, Hold interest?)

GROUP IV

DEVELOPMENT OF EVALUATIVE CRITERIA DURING SUB-GROUP ACTIVITY

Envelope #2	Envelope #4	Envelope #6	Final Criteria Developed By Total Group
		Purpose for developing	Developmental information
		Are contents valid and reliable Is it comprehensible by students	Contents (Subject area? Accurate?)
What age level Is it for multiply handicapped Does it stimulate all sensory modalities Does it meet teacher needs	Is it multi-purpose Does it meet teacher needs	Is it multi-purpose What are the objectives for use Is it adequate for use Does it have limited use	How is it used?
Is it expensive	Is it expensive	Is it within budget	Cost (Justified?)
Is it durable Is it awkward to manipulate	Is it durable Is it washable Is it reusable Is it portable Is it repairable	Is it durable Is it easy to manipulate Can it be duplicated Are there replaceable parts	Physical characteristics (Durable? Reusable? Replaceable parts? Portable? Easy to use?)
Is it diagnostic	Is it diagnostic Used individually Used in group		Teaching procedure
	Is it attractive to teacher	Is it of interest to teacher	Teacher preparation (Manual available? Manual adequate? Training necessary? Pupil progress reports?)
Is it colorful Does it arouse interest	Is it attractive	Is it attractive Does it hold student interest	Pupil reaction (Attractive? Hold interest?)

APPENDIX III

EVALUATION FORMS

A. Original form

B. First revision (developed during final session)

C. Second revision (developed at Follow-up Meeting)

A. Original Form

EVALUATION OF AN INSTRUCTIONAL MATERIAL FOR THE EDUCABLE MENTALLY RETARDED

1. Trade name of item:

2. Publisher or producer's name and address:

3. Copyright or production date, if given:

4. Developmental information: Not Available

   4a. Author ______________________________ ____________

   4b. Where developed ______________________________ ____________

   4c. Why developed ______________________________ ____________

   4d. How developed ______________________________ ____________

5. Evaluation setting:

   5a. Level (circle one) Pre-primary Primary Intermediate Junior High Senior High

   5b. Setting (circle one) Rural Urban, Other (Specify) ____________

6. Description of the item:

7. How did you use the item:

   Is this the use the manufacturer recommended? Yes_____ No_____

8. Cost: $__________

   8a. Does its teaching value or effectiveness justify its cost? Yes_____ No_____

9. Physical Characteristics:

   9a. Is it adequately durable? Yes_____ No_____

   9b. Can it be reused? Yes_____ No_____

   9c. Are replacement parts available? Yes_____ No_____

   9d. Is it portable? Yes_____ No_____

   9e. Is it easy to use? Yes_____ No_____

10. Teaching Procedure:

    10a. Supervised ________ Independent Activity __________

    10b. Individual ________ Group ________

11. Teacher Preparation:

    11a. Is a teacher manual available? Yes _____ No_____

    11b. If available, is it adequate? Yes _____ No_____

    11c. Would some special training be advisable in order to make effective use of it? Very necessary _____ Helpful _____

    11d. Are pupil progress reports provided? Yes _____ No_____

12. Contents:

    12a. Remedial _____ Developmental _____

    12b. Factually accurate? Yes _____ No _____

    12c. Subject matter area(s) ________________

13. Pupil reaction:

    13a. Attractive? Yes _____ No _____

    13b. Does it consistently hold the interest level over a period of time? Yes _____ No _____

14. Comments:

EVALUATION OF AN INSTRUCTIONAL MATERIAL
FOR THE EDUCABLE MENTALLY RETARDED

1. Trade name of item:

2. Publisher or producer's name and address:

3. Copyright or production date, if given:

4. Developmental information: Not Available

4a. Author______________________________ ________

4b. Where developed______________________________ ________

4c. Why developed______________________________ ________

4d. How developed______________________________ ________

5. Evaluation setting (check✓ appropriate spaces):

5a. Level __Pre-primary __Primary __Intermediate __Junior H.S.
__Senior H.S.

5b. Setting __Rural __Urban __Other (specify)______________________

6. Description of the item:

7. Describe briefly how you used the item (basal, supplementary, remedial, developmental, etc.):

8. Is this the use the manufacturer recommends? Yes___ No___
Cost $_________

8a. Does its teaching value or effectiveness justify its cost? Yes___ No___

9. Physical characteristics:

9a. Is it adequately durable? ___Yes ___No

9b. Can it be reused? ___Yes ___No

9c. Are replacement parts available? ___Yes ___No ___Information not availabl

9d. Is it portable? ___Yes ___No

9e. Is it easy to use? ___Yes ___No

10. Teaching procedure (check ✓ appropriate spaces):

10a. Supervised___ Independent Activity___

10b. Individual___ Group___

11. Teacher preparation:

11a. Is a teacher manual available? Yes___ No___

11b. If available, is it adequate? Yes___ No___

11c. Would some special training be advisable in order to make effective use of it?

Very necessary___ Helpful___ Unnecessary___

11d. Are pupil progress reports provided? Yes___ No___

12. Contents:

12a. Subject matter area(s) (specify):___________________________________

12b. Factually accurate? Yes___ No___

13. Pupil reaction:

13a. Attractive? Yes___ No___

13b. Does it consistently hold the interest level over a period of time? Yes___ No__

14. Comments (strengths, weaknesses, etc. not covered in the above):

Evaluator___________________________________

Date___________________________________

C. Second Revision

EVALUATION OF AN INSTRUCTIONAL MATERIAL FOR THE EDUCABLE MENTALLY RETARDED

1. Trade name of item:

2. Publisher or producer's name and address:

3. Copyright or production date, if given:

4. Developmental information: Not Available

   4a. Author______________________________ ______

   4b. Where developed______________________________ ______

   4c. Why developed______________________________ ______

   ____

5. Evaluation setting:

6. Contents:

   6a. Subject matter area(s):______________________________

   6b. Factually accurate? Yes___ No___

7. Description of the item:

8. Describe how you used the item:

   Is this the use the manufacturer recommends? Yes___ No___

9. Cost $__________

   9a. Does its teaching value or effectiveness justify its cost? Yes___ No___

10. Physical characteristics:

10a. Is it adequately durable? Yes___ No___

10b. Can it be reused? Yes___ No___

10c. Are replacement parts available? Yes___ No___ Information not available___

10d. Is it portable? Yes___ No___

10e. Is it easy to use? Yes___ No___

11. Teaching procedure:

12. Teacher preparation:

12a. Is a teacher manual available? Yes___ No___

12b. If available, is it adequate? Yes___ No___

12c. Would some special teacher training be advisable in order to make effective use of it?

Very necessary___ Helpful___ Unnecessary___

12d. Are pupil progress reports provided? Yes___ No___

13. Pupil reaction:

13a. Attractive? Yes___ No___

13b. Does it consistently hold the interest level over a period of time? Yes___ No_

14. Comments:

Evaluator____

Date____________________________

APPENDIX IV

EVALUATOR'S GUIDE[1]

---

[1] The Evaluator's Guide was designed for use with second revision of the Evaluation Form.

EVALUATOR GUIDE

INDIANA EVALUATION GROUP

Suggestions for writing evaluations:

1. Enter ALL information. If a question must be left blank because of insufficient information, circle that blank.
2. Be CONCISE yet CLEAR. Include only that information that you feel will be of use to another teacher.
3. Be CRITICAL yet FAIR. Mention the shortcomings as well as the good features.
4. When applicable, use the FIRST PERSON. "I feel that the XYZ Method is..." or, "I would suggest..."

This Guide is designed to assist you in filling out the Evaluation Form. The number on each page refers to the same numbered question on the Evaluation form.

To make the best use of this guide:

(1) Fill out the Evaluation Form WITHOUT consulting the guide. When the form is completed,

(2) Check each question with the guide to see if there is other information that you would like to include on the Evaluation Form.

(3) Add the new information to the Evaluation Form. You should now have a comprehensive evaluation of an instructional material.

STUDENTS

Ability
Academic level
Active/passive
Age
Grade level
Handicap
Itinerant
Number in class
Sex

SCHOOL

Inner City
Institution
Modern
Parochial
Public
Rural
Urban

METHODS

Grouping
Non-graded
One-to-one
Self-contained
Team Teaching
Traditional

(Use this space for writing a clear description of your evaluation setting. This can then be copied directly on to the Evaluation Form.)

Arithmetic
Art
Crafts
Geography
Handwriting
History
Homemaking
Language Development
Learning Skills
Literature
Music
Penmanship
Phonics
Reading
Recreation
Science
Speech
Spelling
Work-Study
Writing

6a Subject Matter 6a

If you checked NO, include a short explanation.

Distorted
Irrelevant
Up-to-date
Timely
Errors
Misprint
Incorrect

6b Factually Accurate 6b

Aid
Book
Bulky
Collection
Color
Device
Drawings
Equipment
Game
Tape Recordings
Additional equipment needed
Part of a larger unit
Film
Film Strip
Illustrations
Kit
Large
Manipulative
Many Parts
Models
Movie (sound)
Print
Programmed
Record
Transparency
Workbook
Work Sheets
Can be duplicated
Takes up room
Easy to carry

7 Description of the Item. 7

Adaptations
Basal
Behavior
Characteristics
Comprehension
Creative
Daily
Devlopmental
Discrimination
Discussion
Enrichment
Feedback
Group
Independent
Individual
Kinesthetic
Manipulative
Measurement
Memory
Mobility
Monthly
Motivation
Nonverbal
Orientation
Perceptual
Play
Rhythm
Remedial
Self-concept
Stimulate
Structure
Supervised
Supplementary
Unique
Verbal
Introductory (to what)
Follow-up (to what)
Motor Coordination

8 Describe how you used the item

This item is IMPORTANT. If you check NO, make sure you have clarified "why" in other sections of the evaluation.

9a Is Cost Justified 9a

Use a short statement to clarify if necessary.

10 Physical Characreristics 10

According to directions
Alone
Daily
Group
Individual
In unique way (explain)
Monthly
One-to-one
Supervised
Unsupervised
Weekly
With other materials

11 Teaching Procedure 11

If NO, would a teacher manual be helpful?

12a Teacher Manual Available 12a

Boring
Enthusiasm
High Interest
Low Interest
Motivation
Socially appropriate

13 Pupil Reaction 13

Adjustment
Aggressive
Appreciation
Aptitude
Differences
Endurance
Functional
Goal
Growth
Parents
Peers
Reading level
Sensory
Sex
Skill
Technical
Time consuming
Vocabulary level
Experience level
Must be used in conjunction with other materials (which ones)
Must study manual before each use

14 Comments 14

APPENDIX V

RATINGS OF EVALUATIONS[1]

---

[1] The evaluations that are rated herein were completed on the first revision of the Evaluation Form (Appendix IIIB). The primary purpose of this study was to provide feedback to the members of the evaluation group.

Rating Sheet

The attached Evaluation of an Instructional Material (next page) has been completed by a teacher of educationally handicapped children. The teacher used the material in the classroom for approximately one month.

Now, assuming that you are also a classroom teacher of educationally handicapped children — does the evaluation "tell you anything." Using the checklist below, indicate your reactions to 1) the evaluation form, and 2) the information contained on it.

I. Evaluation Form

Yes No ? (please ✓)

1. Are the categories and questions CLEAR? (1)___ ___ ___
2. Should other questions be ADDED to the form? (2)___ ___ ___

Which ones? ______________________

____

3. Should some questions be DELETED? (3)___ ___ ___

Which ones? ______________________

____

II. Information on form

4. Has the evaluator COMPLETED all questions? (4)___ ___ ___
5. Are the comments CLEAR? (5)___ ___ ___
6. Is further CLARIFICATION (illustration) needed? (6)___ ___ ___
7. Is the information useful in assisting you to decide whether you would like to use the material in your classroom? (7)___ ___ ___
8. How could the evaluator IMPROVE the evaluation? ______________________

____

____

9. Other comments? ______________________

____

10. Current STATUS?
___Freshman
___Sophomore
___Junior
___Senior
___Graduate

11. Prior teaching EXPERIENCE?
___NO classroom experience of more than one day.
___Student Teaching (normal)
___Student Teaching (handicapped)
___Classroom Teacher (elementary)
___Classroom Teacher (secondary)
___Classroom Teacher (handicapped)
___Other classroom experience (more than one day)
1.
2.
3.
4.
5.

12. How familiar are you with this material?
___Have NEVER seen or heard about
___Have seen &/or heard about (not used personally)
___Have used

13.
____
(name)

____
(date)

Rating Sheet Tabulations

I. Evaluation Form

1. Are the categories and questions clear? 68 Yes 5 No ______ ?

2. Should other questions be added to the form? 23 Yes 48 No 2 ?

3. Should some questions be deleted? 4 Yes 62 No 7 ?

II. Information on form

4. All questions completed? 41 Yes 31 No 1 ?

5. Are the comments clear? 48 Yes 20 No 5 ?

6. Is further clarification needed? 38 Yes 33 No 2 ?

7. Is the information useful? 50 Yes 16 No 7 ?

Raters: (all are special education majors at Michigan State University)

Freshmen	16
Sophomores	3
Juniors	19
Seniors	30
Graduates	5
	73

No teaching experience	44
Prior teaching experience	29

INSTRUCTIONAL MATERIALS CENTER FORMS

Introduction

Operation of an instructional materials center entails provision of a variety of services including evaluation and selection of materials and equipment; cataloging materials; scheduling materials and equipment; and providing in-service education activities for teachers. Each center must determine for itself the degree to which each service will be provided and the manner in which it will be furnished. Decisions of this nature are dependent on the population to be served, the needs of the population, the size of the center, available budget and staff, and the center's relationship to other centers.

Essential to the provision of the services identified above are appropriate administrative forms and in-service hand-outs. The sample forms in this manual were contributed by a number of materials center directors in the state of Michigan. The assistance of each of these people is gratefully acknowledged.

The work reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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EVALUATION FORMS

Since no instructional materials center staff member can be an expert in all subject areas, it seems appropriate to seek the counsel of classroom teachers in determining the potential usefulness of an instructional material. Adequate work with teachers in developing appropriate evaluative criteria and/or expertise in use of evaluation forms prepared by others is essential.

Evaluation forms are used for two basic purposes: 1) to identify those materials suitable for purchase by a center and 2) to identify those materials appropriate for use with a specific instructional purpose.

Some evaluative criteria can be applied to a variety of types of instructional materials, while others are pertinent to only a few.

The attached forms are representative of some used by instructional materials centers.

Dorothy Haskell

Battle Creek Public Schools - - - Battle Creek, Michigan
Division of Instruction - - - Audiovisual Department

FILM EVALUATION FORM

Previewed by ______________________ ______________________
Name School

TITLE OF FILM ____

Specific purpose of film:

Appropriate length:
(Is information in proportion to length?)

Unbiased presentation:

Do you see this film as an effective teaching tool?

I recommend purchase ________ I recommend rental ________ Neither ________

Please check:	Superior	Excellent	Good	Fair
1-Theme: coherent - correlated with our curriculum - appropriateness for classroom use				
2-Learning Qualities: accuracy-authenticity-relevancy				
3-Interest: focuses student attention				
4-Photography: composition - techniques				
5-Editing: cohesiveness - continuity in presenting information				
6-Sound: clear sound track - appropriate music				
7-Timeliness: current content - not outdated soon by cars, clothes				

REMARKS:

Dr. Marie McMahan

EVALUATION OF TRANSPARENCIES

Title: ______________________
Producer: ______________________
Color: ______________________
Black & white: ______________________
Single: ______________________
Overlay: ______________________

Previewed by: ______________________
School: ______________________
Grade: ______________________
Subject: ______________________
Cost: ______________________
Date: ______________________

Please check appropriate comments:

1. **DESIGN**

LAYOUT:	_______	Appropriate amount of material	_______	Cluttered
	_______	Unified	_______	Not unified
	_______	Good balance	_______	Poor balance
PRINTING:	_______	Adequate size for viewing position	_______	Inadequate size for viewing position
	_______	Style appropriate	_______	Style too ornate
	_______	Contrasts with background	_______	Does not contrast background
COLORS:	_______	Well selected	_______	Poorly selected
	_______	Well developed	_______	Poorly developed
	_______	Contributes to message	_______	Detracts from message

2. **MESSAGE:**

_______	Clear	_______	Not clear
_______	To the point	_______	Too complex

If the "Appropriate to medium" comment is checked below, please indicate appropriate item(s) in column following it.

_______	Appropriate to medium	_______	Not appropriate to medium
_______	Employs step by step presentation with overlays		
_______	Employs step by step presentation with masks		
_______	Employs motion (polarized; movable parts)		
_______	Employs enlargement of items too small to be seen in original form		
_______	Employs writing on transparency, erasing		

Richard Clift

7CO MATERIALS CENTER-CADILLAC

MATERIALS EVALUATION

COMPANY NAME________________

Title____ Running Time______________

Type of Material: 16mm___ 8mm___ **Record**___ **Tape**___ Kit___ **Other**___________

Grade Level(s)____

Person(s) Evaluating:____

School System:____

RATING: AAA__________ AA___________ A___________ **Reject**________________

This material could be used in the following subject areas:________________

____

This material should be in color: Yes___ No___.

Comments:____

____

____

INVENTORY FORMS

Forms for use in taking periodic inventories of materials and equipment are essential. Some libraries use a shelf list as a basis for inventorying materials. In a computerized inventory system, a form such as the one used by the Kent Intermediate School District is useful. Equipment inventories should include not only information that would permit identification of the specific item (e.g., serial number, make, model) but also its assigned location. Several representative inventory forms follow.

Russel Hornbaker

KENT INTERMEDIATE SCHOOL DISTRICT - INVENTORY FILE FORM

NEW ☐ DELETE ☐ ☐☐☐ ☐☐☐☐☐☐

INVENTORY NUMBER

SUBJECT	STORAGE NUMBER	GRADE LEVEL

PRODUCER	ESEA	COLOR	TIME	LENGTH

TITLE (MAXIMUM 60 CHARACTERS) ____________________ ☐ NO. REELS*

*Used for 16mm films only

EQUIPMENT INVENTORY Western Michigan

Type of equipment__________ Make of equipment__________ Model__________

Serial No. __________ Western No.__________ AV No.__________ ERC No.__________

Lamp__________ Fuse__________ Needle__________

Name of vendor__________ Date purchased__________

Address of vendor__________ Price__________

Trade-in (if any)__________ Allowance for trade-in__________

Accessories for above equipment:

Item	Serial Number	Date of purchase	Price

Location of equipment__________

Date traded in __________ Allowance__________ Vendor__________

(Maintenance record on back of card.)

INVENTORY OF AUDIO-VISUAL EQUIPMENT

Please complete and return one copy to the Audio-Visual Office

School____________________ Coordinator____________________ Date________________

EQUIPMENT	MAKE	SERIAL NO.	PROGRAM (ESEA,EOA,EBY,SP.ED.)	ASSIGNMENT
MOTION PICTURE PROJECTORS				
FILMSTRIP PROJECTOR				
FILMSTRIP VIEWERS				
OVERHEAD PROJECTORS				
OPAQUE PROJECTOR				
MICRO PROJECTOR				
8mm LOOP PROJECTOR				
TAPE RECORDERS				

CATALOGING

If teachers are to be successful in locating materials pertinent to their needs, such materials must be appropriately catalogued. The optimum cataloging system for any situation varies with the situation. For example, for a material center serving only one school, a card catalog may be most appropriate, while for one serving instructors in many schools, book catalogs may be preferable. In the case of a small center serving many schools, a computerized storage and retrieval system has the capability of providing teachers with rapid information concerning materials available on a specific topic and level.

Development of a catalog is a major responsibility. Those desiring to produce a card catalog may wish to take advantage of cards available from such agencies as the Library of Congress. In cases where cards must be locally produced, publications such as the recent one by the Michigan Association of School Librarians on the cataloging of non-print materials ar of considerable help. Book catalogs usually combine a subject and/or unit listing with an annotated one. Producers' catalogs provide substantial assistance in development of the annotated listing. Computerized catalogs are developed in several ways. The one provided by the USOE/MSU Regional IMCHCY is produced by preparing an abstract of each materials, key punching this information on a card, transferring the information to a computer tape, and receiving print-outs listed according to author, title, disability area, and producer.

A sample from each of the above kinds of catalogs follows.

TRANSPARENCIES

Definition: An object for use with an overhead projector.

Main Entry: Transparencies are entered under the name of the author. If none is available, it is entered under the publisher.

Title: The title given on the transparency is used or one is supplied if none is given.

Imprint: If the publisher is different from the main entry, this is noted prior to the copyright date. Any series name is noted after this information in parentheses.

Two lines below the imprint, the parts of the transparency are noted, e.g., 1 basic transparency, 5 overlay masks, 1 teaching guide. If there is more than one transparency with the same title, thus composing a set, the total number is noted.

The call number is typed on a self-adhesive label which is placed on the frame and covered with Scotch Magic Mend.

Shelf List Card

Sample Card for
Transparencies

Color: Buff

TR
031 Compton Co. (Transparency)
C Know your encyclopedia. C. 1964.

12 transparencies
1 overlay
40 exercise sheets
1 answer sheet

CPE 1-65 4.95

Main Entry Card

TR
031 Compton Co. (Transparency)
C Know your encyclopedia. C. 1964.

12 transparencies
1 overlay
40 exercise sheets
1 answer sheet

Tracings

ENCYCLOPEDIAS
LIBRARY INSTRUCTION

Marg Hoag

Title Card

TR
031
C
Know your encyclopedia
Compton Co. (Transparency)
Know your encyclopedia. C. 1964.

12 transparencies
1 overlay
40 exercise sheets
1 answer sheet

Subject Card

TR
031
C
LIBRARY INSTRUCTION
Compton Co. (Transparency)
Know your encyclopedia. C. 1964.

12 transparencies
1 overlay
40 exercise sheets
1 answer sheet

GRADE LEVEL LISTING

Dorothy Haskell

SUBJECT INDEX for K - 3 Instructional Materials List

AIR page one
ANIMALS page one
ARITHMETIC READINESS page two
ARITHMETIC page two
ARTS AND CRAFTS page three
ASTRONOMY AND SPACE page three
BIRDS page three
CITIZENSHIP page three
COMMUNITY page three
ENERGY page five
FAMILY page five
FARM page five
GEOLOGY page five
HEALTH (body) page six
HEALTH (disease) page six
HEALTH (food) page six
HOLIDAYS (excluding Christmas) page six
INSECTS AND SPIDERS page seven
LANGUAGE ARTS (general) page seven
LANGUAGE ARTS (grammar) page seven
LANGUAGE ARTS (handwriting) page seven
LANGUAGE ARTS (phonics) page seven
LANGUAGE ARTS (reference skills) page eight
MACHINES page eight
MAGNETISM AND ELECTRICITY page eight
MAPS AND GLOBES page nine
MUSIC: APPRECIATION page nine
MUSIC: SONGS page nine
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RHYTHMS page eleven
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SCHOOL page twelve
SEASONS page twelve
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TRANSPORTATION page fourteen
UNITED NATIONS page fifteen
UNITED STATES page fifteen
U. S. HISTORY: INDIANS page fifteen
U. S. HISTORY: PIONEERS page fifteen
U. S. HISTORY: BATTLE CREEK 1945 page sixteen
WEATHER page sixteen

KEY TO ABBREVIATIONS

films - F
filmstrips - fs
records - r
pictures - p
tapes - t
transparencies - tr
models - m
slides - s
flannel board - fl bd
electric board - el bd
Super 8mm film - 8mm

16 MM MOTION PICTURE FILMS

** AIRPLANES

OUR SHRINKING WORLD--JET PILOT PRI I 17 min.
From the time he leaves his suburban home in Montreal to his return that same evening, the jet pilot has traveled farther than Columbus did when he sailed to the New World. The film effectively illustrates how our world is shrinking through modern transportation.

** BIOLOGY

MOTHER HEN'S FAMILY EE LE 11 min.
Shows the development of the chick embryo and the hatching of the egg. Presents elemeatary concepts of reproduction and growth.

** CIVICS

A NATION OF SPOILERS EE JH HS AD 11 min.
This motion picture essay on the growing national disgrace of vandalism and littering shows how we are teaching a lack of respect for our country by allowing these problems to continue. The film shows some of the most common kinds of littering and vandalism, providing dramatic contrast with photography of the most scenic area in America. The reasons behind thoughtless destruction and devacement are discussed, and the strong suggestion is made to do something about his national disgrace.

** EUROPE

ITALIAN CHILDREN PRI EE 11 min.
Pictures rural family life in Umbria, Italy. Shows picking and sorting of olives, pressing of the olives to obtain oil and a festival celebrating the completion of the olive harvest.

** GUIDANCE

PEOPLE ARE DIFFERENT AND ALIKE PRI I 11 min.
It's easy to see differences among people - how they look, where they live, what they own. But people are more alike in the important ways: they need friendship and love, food and a place to live; they want an education, fun and happiness. The film shows vividly that people are more alike than different.

ABSTRACT NO. 1275

*SHIELD, ESMA + VALOTTO, EVELYN *ROOMS IN A HOUSE *WESTERN PUBLISHING EDUCATION *C UNKNOWN * $67.00 FOR MANUAL AND 13 TRANSPARENCIES *A-V1275 *SE *HCY-IMC

*CONTENT THIRTEEN OVERHEAD TRANSPARENCIES ARE INCLUDED IN THIS UNIT, EACH 10 1/2 BY 12 INCHES FRAMED WITH A 7 1/2 BY 9 1/2 PICTURE, THE BRILLIANTLY COLORED SCENES ARE TITLED AS FOLLOWS: LIVING ROOM, LIVING-DINING AREA, DINING ROOM, KITCHEN, KITCHEN EQUIPMENT, KITCHEN CABINETS, BATHROOM, BATHROOM EQUIPMENT, BEDROOM, BEDROOM WITH TWIN BEDS, PARTS OF A BED, CHEST OF DRAWERS, AND BEDROOM CLOSET. A 6 BY 9 INCH LOOSE-LEAF, 108 PAGE MANUAL ACCOMPANIES THE TRANSPARENCIES. THIS UNIT IS ONE OF 8 IN AN ENTIRE PROGRAM DEVELOPED AROUND THE CHILD AND HOME LIVING. ALL ARE INCLUDED WITHIN THE RED PLASTIC MANUAL WITH LESSON PLANS, OBJECTIVES, WORD LISTS, AND ACTIVITIES.

TO DEVELOP AN UNDERSTANDING OF EACH ROOMS PURPOSES, ITS FURNITURE AND CHARACTERISTICS RELATED TO ITS FUNCTION ARE THE OBJECTIVE OF UNIT FIVE. EACH TRANSPARENCY REALISTICALLY FOCUSES ON THE ROOMS OF AN AVERAGE SOCIO-ECONOMIC HOME. THE PROGRAM CAN BE USED IN PRESCHOOL, PRIMARY AND ELEMENTARY GRADES WITH ALL SIGHTED CHILDREN.

THIS LANGUAGE DEVELOPMENT PROGRAM COULD BE USED TO STIMULATE LANGUAGE IN THE FOLLOWING SUBJECT AREAS: DAILY LIVING SKILLS, DRAMATICS, HEALTH, HOME ECONOMICS, AND LANGUAGE ARTS. THE PROGRAM CAN BE ESPECIALLY USEFUL WITH THE MENTALLY RETARDED AND CAN BE ADJUSTED TO FIT BOTH EDUCABLE AND TRAINABLE LEVELS.

*DESCRIPTORS CHRONIC, ORTHOPEDIC, LEARNING, DISABILITIES, EMOTIONALLY, DISTURBED, SOCIALLY, MALADJUSTED, GIFTED, DEAF, MENTALLY, RETARDED, EDUCABLE, TRAINABLE, PARTIALLY, SEEING, SLOW, LEARNING, HOME, ECONOMICS, LANGUAGE, ARTS, SOCIAL STUDIES, PRIMARY, ELEMENTARY, JUNIOR, HIGH, READINESS, PRESCHOOL, HEALTH, DRAMATICS, AUDIOVISUAL, AV-TRANSPARENCY

MATERIALS REQUEST FORMS

Because teachers are busy people, simple materials request procedures should be utilized. Some centers honor telephone requests or requests made during visits to the center. Others use written requisitions exclusively. The most frequently used request form is a printed one incorporating several carbons. This enables the center staff to use the copies as a confirmation blank, a shipping form, and a "date due" form. Sample request forms are included on the following pages.

KENT INTERMEDIATE SCHOOL DISTRICT

• INSTRUCTIONAL MATERIALS CENTER •

Russel Hornbaker

49 BARCLAY N. E. • GRAND RAPIDS, MICHIGAN 49503 • PHONE 456-5334

SCHOOL AND DISTRICT	

MATERIALS REQUEST FORM

• REQUEST ONLY ONE TITLE PER EACH FORM •

• WE REQUEST THE FOLLOWING MATERIAL AS INDICATED •

CHOICE	CATALOG NUMBER	TITLE (LIST EXACTLY AS GIVEN IN CATALOG)	
FIRST CHOICE ▶			
SECOND CHOICE ▶			

FIRST CHOICE OF USE DATE ▶	
SECOND CHOICE OF USE DATE ▶	

- "NA" on a returned copy of this form means that both choices were "not available" on either date requested.
- Second choices of either "materials requested" or "use dates" will be used only if first choices are not available.

1	2	3	4	5

6	TEACHER REQUESTING MATERIAL (PLEASE PRINT)

[illegible]

Stub-Set Pat'd. [illegible]

PLEASE REQUISITION ONE ITEM PER FORM

Dorothy Haskell

REQUEST FOR AUDIOVISUAL MATERIALS

A 01635

SCHOOL ______________________________

TEACHER ______________________________

____
NAME OF MATERIAL

DATE OF ORDER ________ USE DATE ________ DATE DUE ________

PLEASE CHECK:

☐ FILM
☐ PICTURES
☐ MODEL
☐ FILMSTRIP
☐ TAPE
☐ TRANSPARENCY
☐ RECORD
☐ SLIDES
☐ FLANNEL BOARD

IF MATERIAL IS NOT AVAILABLE AT THE REQUESTED DATE, COULD YOU USE IT AT A FUTURE TIME?

☐ YES ☐ NO

IF YES, PLEASE SPECIFY THE TIME PERIOD______________________________

BATTLE CREEK PUBLIC SCHOOLS
AUDIOVISUAL DEPARTMENT

Marge Hoag

PLEASE FILL OUT A REQUEST IN TRIPLICATE FOR EACH ITEM ORDERED. RETAIN COLORED COPY FOR YOUR FILE AND SEND WHITE COPIES TO INTERMEDIATE OFFICE.

REQUEST FOR INSTRUCTIONAL MATERIALS

TO:

Montcalm Area Intermediate School District
105 East Pine Street
Stanton, Michigan 48888

Date________________

___ 16mm Film
___ 8mm Film
___ Filmstrip (Check One)
___ Kit
___ Transparency
___ Record
___ Other

Fill in title and date wanted. Also list alternate date.

Title:____ Date Wanted:____________

Alternate Date:________________ Will Supply:________________

Expected Back:________________ Remarks:________________

Requested by:____

School:____

Forrest Havens

MEDIA REQUEST FOR:

____
Medium Number

____
Medium Title

____
Alternate Medium Number

____
Alternate Medium Title

____
Show date desired

____
1st Alternate Date

____
2nd Alternate Date

____
Shipping Date

____
Please return on

RETURN TO:
CLINTON-SHIAWASSEE INST. MTLS. CENTER
SHIAWASSEE INTERMEDIATE SCHOOL DISTRICT
CORUNNA, MICHIGAN 48817

SHIP TO:

____
Teacher Bldg.

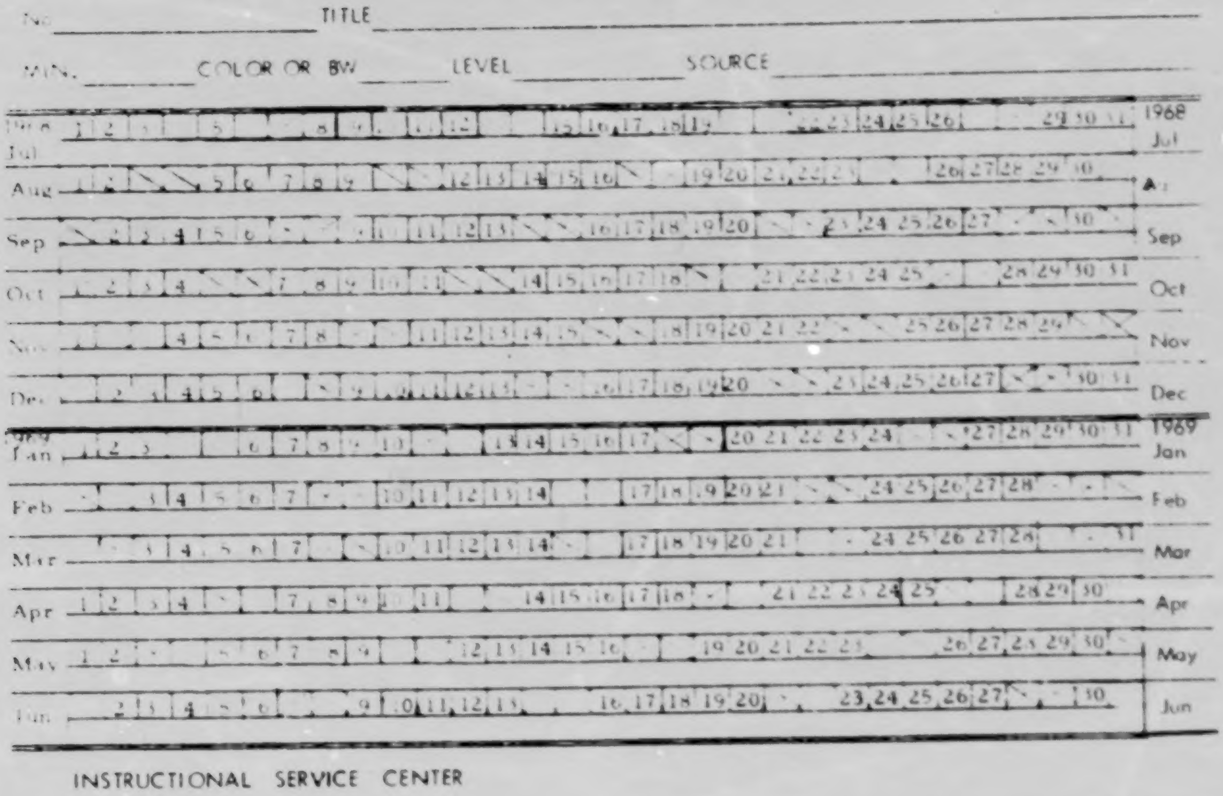
____
School District

____________________, Michigan

____
Zip Code

KARDEX SCHEDULING FORMS

The usual library book scheduling procedures are often used for materials center acquisitions which are not booked in advance of the use date. However, for materials which are booked several days (or weeks) in advance, a Kardex system is desirable. Such a system utilizes one card which contains all the potential use dates for a year for each material. Availability of a material for any specific date can be readily ascertained. Bookings are made by crossing out the use dates and inserting the name and location of the user. Sample Kardex cards follow.

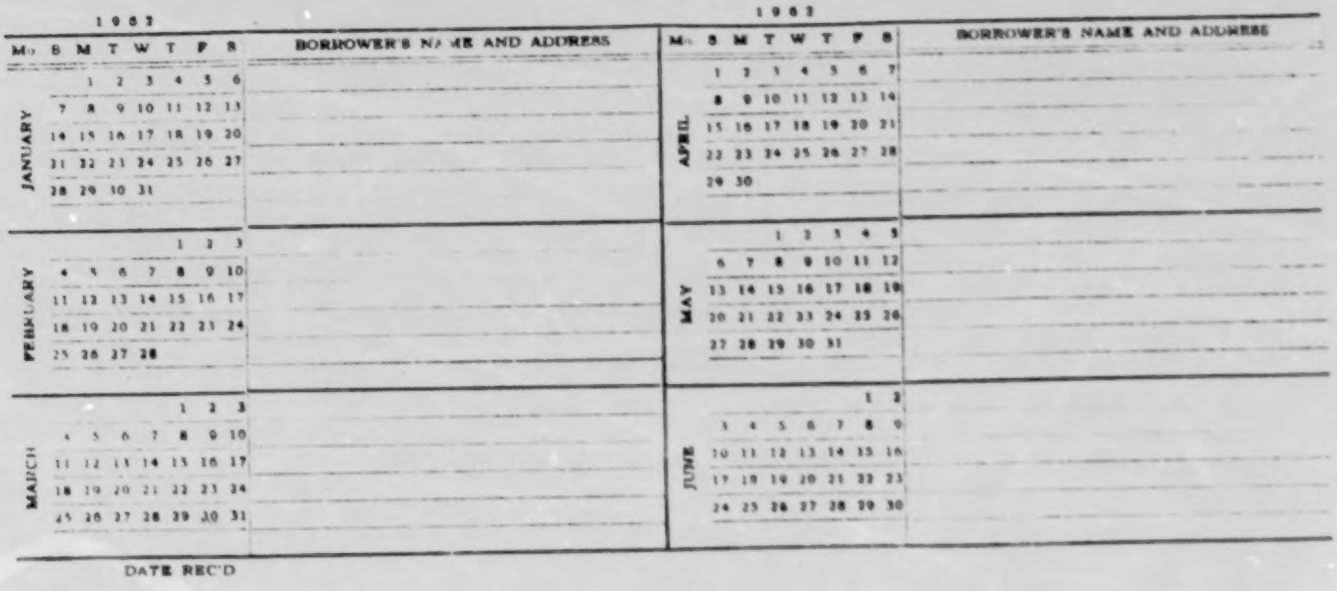


No ____________ TITLE ____________

MIN. ________ COLOR OR BW ______ LEVEL __________ SOURCE __________

1968 Jul	1 2 3 5 8 9 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31	1968 Jul
Aug	1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	Aug
Sep	2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	Sep
Oct	1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	Oct
Nov	4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	Nov
Dec	2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31	Dec
1969 Jan	1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31	1969 Jan
Feb	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28	Feb
Mar	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31	Mar
Apr	1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30	Apr
May	1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	May
Jun	2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	Jun

INSTRUCTIONAL SERVICE CENTER



1962

Mo	S	M	T	W	T	F	S	BORROWER'S NAME AND ADDRESS
JANUARY		1	2	3	4	5	6	
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
FEBRUARY					1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28				
MARCH					1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	

1962

Mo	S	M	T	W	T	F	S	BORROWER'S NAME AND ADDRESS
APRIL	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						
MAY			1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30	31			
JUNE						1	2	
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	

DATE REC'D

NEWSLETTERS

A materials center needs to communicate with its potential users in a variety of ways. Newsletters are an effective means of communication, if they are current, concise, and well-illustrated.

Lloyd Cartwright

IMC MEDIA NEWS

Instructional Materials Center
Saginaw Intermediate School District
420 SOUTH WARREN AVENUE
SAGINAW, MICHIGAN 48607 PHONE PL 3 6471

Vol. XXII March 1969 No. 7

BOOKING RECORD -- First Semester 1968-69

1	2	3	4	5	6
	Members		Bookings		
School District	No. of Mem.	% of Total	Total 1st Sem.	% of Total	Per Pupil
Birch Run	[illegible]	3.7	[illegible]	[illegible]	[illegible]
Bridgeport	[illegible]	7.[illegible]	867	[illegible]	[illegible]
Buena Vista	[illegible]	6.2	1,061	[illegible].8	[illegible]
Carrollton	1,[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chesaning	3,388	[illegible].6	673	[illegible]	[illegible]
Frankenmuth	1,05[illegible]	1.7	808	[illegible]	[illegible]
Freeland	1,5[illegible]	[illegible].6	[illegible]	[illegible]	[illegible]
Hemlock	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Merrill	1,[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Saginaw City	[illegible]	32.5	10,[illegible]	[illegible]	[illegible]
Saginaw Twp.	[illegible]	10.1	1,9[illegible]	[illegible]	[illegible]
St. Charles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Swan Valley	1,81[illegible]	[illegible]	1,028	[illegible]	[illegible]
Catholic	[illegible],997	8.[illegible]	1,3[illegible]	[illegible]	[illegible]
Lutheran	2,018	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Totals	60,79[illegible]	100	21,9[illegible]	100	[illegible]

Total bookings = 21,[illegible]
Distribution by media - 16mm films [illegible]
Filmstrips 1[illegible]
Other [illegible]

Average number of bookings per 16mm print [illegible]
Increase over last year [illegible]
Average bookings per pupil [illegible]
Lowest average booking per pupil [illegible]
Highest average booking per pupil [illegible] *
*One small school used only 16mm [illegible] averaged [illegible]

• • • • • • • • • • • •

TURNDOWNS ON BOOKING REQUEST

We have been checking the [illegible] that turndowns average only [illegible] of the total processed [illegible] we handled approximately [illegible] orders. The months of February, March, April and May are always very heavy.

About [illegible] of the turndowns [illegible] teacher had given [illegible] available date. Ordering two [illegible] would also be helpful. A very large [illegible] on the 25th with a request for delivery [illegible].

• • • • • • • • • • • •

[illegible]

We are now able to make duplicates [illegible] tapes to [illegible].

• • • • • • •

GROWING PAINS

It has been suggested that the growth in membership might cause difficulty in scheduling materials to teachers because the service would have to be spread among more schools. The evidence indicates that this is not so.

We find that our membership this year has reached an all-time high of 60,795 compared to 53,160 in 1967. Note that this represents an increase of 9.5%.

On the other hand, our resources have increased much more than that. Our inventory in 1966-67 numbered 2718 items over all, of which 2067 were films. Due to Title III funds and NDEA projects through the Intermediate District, the inventory now totals 9521 items, not counting individual components of sets. Of these, 3400 are 16mm films. Note that this represents an increase of 250% in the total number of items and an increase of 64% in the number of films offered. We can, and do, give much better service than two years ago.

Another factor in favor of increased availability is the shorter turn-over period. When we depended on parcel post to get materials to the schools, we had to use a fourteen-day period between shipping dates. With truck delivery to every district, we now use a ten-day turn-over. If schools would request single-period bookings we could get down to a five to seven-day turn-over.

Further, machine booking enables us to process orders within 24 to 48 hours. Ordering well ahead of need will help in planning.

• • • • • • • • • • • •

I CAN'T GET WHAT I WANT WHEN I WANT IT

In spite of having 2-1/2 times as many items as previously and only 9.5% more students, we hear more and more statements that "I can't get what I want when I want it. [illegible]".

1. For one thing, our consultants (and the supervisors in the schools) are doing a good job of promoting better utilization, so more teachers (at long last) are coming to appreciate the value of modern media.

2. Heavy pressure is being put on 16mm films to the partial exclusion of other new media. We suggest that teachers use sound filmstrips, tape programs and other media. We have the largest transparency resource to be found anywhere.

3. Teachers use materials designated for other grade levels. We find elementary and junior high orders for some of our most sophisticated high school films such as "Laser Beam" and "Chemical Families." We find biology teachers ordering "Bear Country" and "Seal Island." By the time

BEST COPY AVAILABLE

SAMPLE PAGES FROM IN-SERVICE EDUCATION HAND-OUTS

Instructional materials in-service education hand-outs should be concise, well-written, and pertinent to the specific audience with which they are used. They can be developed in open-ended or relatively complete form. A variety of subject matter is appropriate for such hand-outs:

1) Suggestions for use of materials in a specific subject area (e.g., reading) or for a specific purpose (e.g., gathering information).
2) Suggestions for use of a specific type of material or equipment (e.g., tape recorder).
3) Suggestions for production of a specific type of material (e.g., overhead projector transparencies).

Excerpts from representative in-service hand-outs follow.

Dr. Marie McMahan

POSSIBLE PROCEDURES FOR USING FILMS IN A UNIT OF STUDY

Purpose	Procedure before Showing Film	Procedure after Showing Film
Introducing a unit	Know the film. Motivate pupils' interest by having them share present knowledge about the topic. Introduce the film. Ask them to watch for new information in the film. Ask them to watch for topics that the film introduces that they want to pursue further.	Discuss new information obtained from the film. Show the film again if certain points need to be clarified. Discuss topics that they want to pursue further. List the topics. Plan a procedure for studying the topics. Plan resources that will be used in studying the topics.
Gathering information	Know the film. Relate film to pupils' background of information. List questions for which pupils are to find answers or help pupils list questions about topic being studied. Present difficult vocabulary.	Discuss answers to questions. See film again if certain points need clarification. Help pupils list any unanswered questions. Help them plan reference materials to use in answering these questions.
Clarifying understandings	Know the film. List points for which pupils are to watch. Present difficult vocabulary.	Discuss points listed on blackboard. Demonstrate points further with help of flannel board, maps, objects, etc. Test understandings.
Developing skills	Know the film. Explain why film is being shown. Introduce difficult vocabulary. Have pupils watch for steps in skill being shown.	Discuss steps in skill. Demonstrate steps in skill. Have pupils practice skill.
Building attitudes or appreciations	Know the film. Survey pupils'attitudes before showing the film.	Survey pupils' attitudes after showing the film to identify any change in attitude.
	or	
	Know the film. Introduce it, motivating pupil interest.	Discuss pupils' reactions or give them opportunities to react by doing creative writing, art, etc.
Reporting and summarizing	Have pupil preview film and determine how it relates to his topic. Have him plan how to use it in getting across points he wishes to make.	
	or	
	Know the film. List the topics covered by the film.	Show film without sound, have pupil summarize by explaining sequences in film.

Dr. Marie McMahan

USING AUDIOVISUAL MATERIALS IN TEACHING READING

I. In developing reading readiness

A. Background of experience

1. Using and discussing real objects, specimens, models, such as toys, games, seeds, stones, leaves
2. Using and discussing films, filmstrips, records, tapes, pictures, and transparencies about families, school, pets, community helpers, food, safety
3. Taking trips to places such as a home to see a child's pet, a store, a farm, a dairy
4. Listening to and asking questions of such resource people as a policeman, a postman, the school nurse, a parent
5. Acting out family situations, school situations, community helper situations
6. Dictating stories to the teacher about group experience, pictures, photographs taken on field trips

B. Visual discrimination

1. Selecting from materials on a flannel board those that are the same color, size, or shape, or that have the same details
2. Circling or matching on a plastic board illustrations that are the same in one of the above respects.
3. Selecting from a group of objects those that are alike in one of the above respects
4. Circling or matching on an overhead projector transparency illustrations that are alike
5. Choosing from pictures on a filmstrip frame those that are alike
6. Working with an individual reading folder to select illustrations that are alike

C. Auditory perception

1. Listening to records to identify sounds
2. Duplicating sounds made by the teacher
3. Listening to records for words that start alike or rhyme
4. Listening to stories that involve certain sounds and saying them with the storyteller

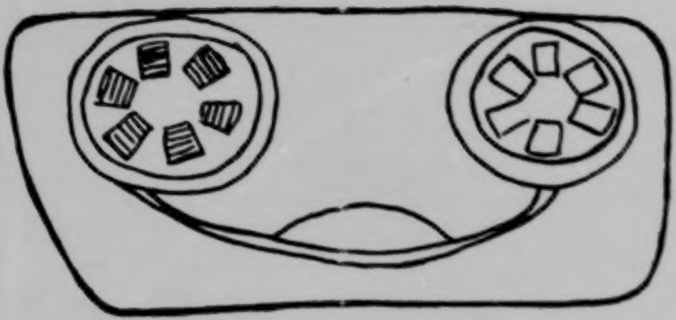
Dr. Marie McMahan

USING AUDIOVISUAL MATERIALS IN A UNIT ON PIONEER LIFE

PURPOSE	TYPES OF MATERIAL FOR POSSIBLE USE
1. Motivating interest, stimulating curiosity	Book with story about the excitements and hardships of pioneer life Bulletin board, or display of pioneer tools and utensils with a caption "Do You Know These?"
2. Planning the unit	
Building a common background of information and identifying topics to be studied	Motion picture such as "Pinneer Home" out of which might grow topics for further study; pioneer food, clothing, shelter, tools and utensils, transportation, schools, industries
Identifying procedures to be followed in studying topics (committees to be formed, jobs of committees, resources to be used, questions to be answered)	Discussion followed by production of charts on "Committees", "How Committees Work", "Resources to Be Used", "Questions to Be Answered", etc., these charts to be displayed in an accessible place during the course of the unit so they can be referred to as necessary
Developing competency with use of books, pictures, maps, and globes for gathering information	General filmstrips such as "Improve Your Study Habits" which help pupils know how to prepare for a report Filmstrips such as "What Is a Map?" and motion pictures such as "Maps Are Fun" which help pupils gain map skills Filmstrips such as "Card Catalog" and "How to Use the Encyclopaedia" which help pupils know how to use the library Demonstrations by the teacher with filmstrips, pictures, records so that pupils know how to use these properly for gathering information
3. Gathering information	Books on pioneer life; filmstrips, such as "Trip Westward", "T w-Path Boy", "Pioneer Life in Michigan"; records such as "Daniel Boone's Wilderness Trail"; tape recordings such as "Madame Cadillac"; picture series such as "Pioneer Days"; maps; transparencies; objects such as candle mold

Kenneth Bonine

KALAMAZOO PUBLIC SCHOOLS
Division of Audio-Visual Education



LET YOUR TAPE RECORDER BE YOUR TEACHER HELPER

Below are suggestions for using the tape recorder in the elementary classrooms as compiled by your audio-visual building coordinators.

KINDERGARTEN

Let children listen to their own voices for speech correction or improvement
Provide group evaluation of group singing
Give student teachers an opportunity to listen to and evaluate her teaching
Use taped sounds for identification by children as listening exercises
Let children listen to "room noise" as an aid to group guidance
Use recorded instructions to train for auditory alertness and to free the teacher for individual help

FIRST GRADE

Record reading groups
Tape story for children to dramatize characters on feltboards
Provide musical accompaniment
Teach poems for expression and enunciation
Listen for tone quality (Music)
Stimulates speech improvement in volume, quality, and distinctness

SECOND GRADE

Read orally to let children hear how they sound
Record singing to let children hear their own voices
Record oral reading for individual use in parent conferences
Give listening exercises for distinguishing sounds in the room or out
Keep a tape of reading early in the year and let each child compare their own reading on a tape taken several months later
Record speaking part for a roller movie and play it along with it
Teach a rote song. Leave blanks at appropriate places for children to sing back or sing along
Provide dramatic commentary for study and presentation

WE TAKE AN EDUCATIONAL TOUR

(This trip was taken by Ermine Cannon and her second grade pupils.)

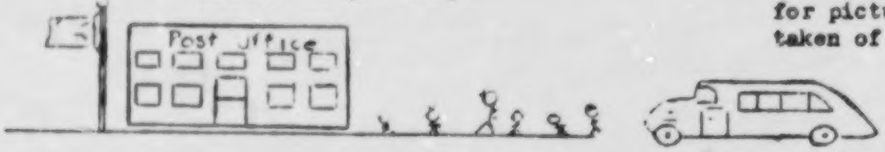
PREPARATION

We made arrangements with the Business Office for a bus & with the Post Office for a time to visit.

We wrote letters to our parents asking permission to go on the tour, & we invited several mothers to go along.

We discussed what we wanted to see & listed questions that we wanted answered.

We planned what each child would do at the Post Office (mail a package, etc.) & made arrangements for pictures to be taken of our tour.



FOLLOW-UP

Social Studies

We planned and built our own post office.
We studied how messages were sent long ago, and how they are sent today.
We used a film about the post office.
We started stamp collections.
We grew in appreciation of postal workers (through experiencing some of the same things in our own post office.)

Reading

We read stories about the postman.
We made composite stories for reading charts, and derived spelling words from them.
We applied phonics to help us read addresses on letters.

Language

We wrote many "thank you" letters and addressed the envelopes.
We wrote letters announcing the opening of our post office.
We looked at the pictures of our tour and discussed the things they helped us remember about it.
We wrote stories and poems.

Arithmetic

We made arithmetic problems based on our experiences at the post office.
Each child had an opportunity to work in our post office as postmaster or clerk (which involved making change, keeping records of sales, etc.)

Science

We became interested in weather as it affects postmen, mail planes, etc.

Art

We made pictures of the bus, the post office lobby, the mail car, etc.

Music

We learned many new songs about the postman.

Dr. Marie McMahan

WESTERN MICHIGAN UNIVERSITY
EDUCATIONAL RESOURCES CENTER

Overhead Projector Transparencies

Type	Materials	Master	Procedure
Clear acetate	Clear acetate	None	(1) Write or draw with grease pencil. Erase with kleenex. (2) Sketch or trace copy on acetate with Rapidograph Pen. Color with felt pen or adhesive-backed acetate.
Matte acetate	Drafton matte acetate Pencil Colored pencil Carbon	None	(1) Sketch or trace copy on acetate with pencil. (2) Make sandwich of typing paper, carbon (carbon side down), and drafton (matte side up). Type, remove drafton, and mount.
Silhouette	Opaque objects or opaque cut-outs	None	Move objects or cut-outs about on stage or projector as desired.
Thermofax-black line positive	Direct reading image positive film	Pencil, ink, typewritten, mimeographed, or printed copy on opaque paper	Lay transparency film on copy, notched corner in upper right. Run through the thermofax machine and mount. Color with adhesive-backed acetate.
Thermofax-tinted black line positive	Tinted direct reading image positive film	Same as above	Same as above, except omit color.

POLICY STATEMENTS

Current trends emphasize the organization of materials centers serving more than one school system. Agreements among districts regarding the organization and operation of such centers must be formulated with care. Policies agreed on for the operation of one such cooperative materials center follows.

James Walton

POLICIES OF BERRIEN-CASS I.M.C. & FILM COOP

The Berrien County Intermediate School District shall administer the Berrien-Cass County Film Coop and Instructional Materials Center.

Each public school district in Berrien and Cass Counties may be eligible to join the Film Coop upon payment of fees as established by the Film Coop Policy Committee.

The policy committee shall be composed of the superintendent (or his representative) from each high school district participating in the Film Coop and the Berrien County Intermediate School District.

A selection committee shall be formed to assist in the selection of films to be included or added to the center. This committee shall be composed of a representative from each participating school district and the Berrien County Intermediate School District. The local school district superintendents shall select their representative on this committee.

Selection of films shall be as equable as possible among the various areas of the curriculum dependent on needs, requests, availability, usage and funds available. Areas where NDEA matching funds can be used will receive primary consideration, but other areas of the curriculum will be considered also. The selection of controversial areas such as communism, sex education, etc. is to be left to the discretion of the film selection committee.

Membership fees for Berrien County High School Districts shall be .50¢ per student, with each membership year beginning in July. The membership figures are to be based on the official membership of the previous fourth Friday of September count. K-8 school membership fees based on a minimum of $25.00 with schools having a membership of over 50 students paying .50¢ per student, the same as high school districts. Cass County School Districts fee shall be .55¢ per student with .05¢ per student to be deducted to help defray expenses of the Berrien County Intermediate District for administration of the service since they are not part of the tax base supporting the Berrien Intermediate District.

Applications for membership shall be by letter. Districts desiring membership and having their own film library will be given special consideration.

A budget shall be presented to the policy committee each year for their approval. An amount for maintenance expense of non-changable items (normal maintenance of film, additional leader, etc.) will be determined each year. The cost of wear and tear beyond that of reasonable care and beyond the ability of the library to repair on our own equipment will be charged back to the local district in which the additional wear and tear occurs.

The [illegible] County Intermediate School District [illegible] entered into a contract with the Coronet Film Co. for establishing the basic film library. The terms of the contract shall be honored each year from the revenue of [illegible] ESEA funds. Additional films or equipment shall be added to the library each year subject to the [illegible] available after deduction of contractual obligations and maintenance expenses.

Free films are to be accepted, if available, and listed separately in the available film listings.

Films will be available on a first come first served basis. Request forms for ordering will be placed in each building in each district.

A regular delivery schedule of films shall be established. Other methods of delivery such as mail delivery and personal pickup will be used also. One central delivery and pick up station shall be established in each school district. Delivery between buildings in a district will be established by each district and they will be responsible for assuming prompt return of films to facilitate circulation throughout the system.

The circulation system is designed to allow films to be used by just as many teachers and districts as possible. Normally films are booked for one week and should not be requested to be used for more than three weeks at one time. Should it be necessary for an extension of the normal one week booking of a film, it will be necessary to arrange for this through the film librarian.

A film catalogue shall be published, listing the titles of films available thru the center. Copies of the catalogue will be distributed to each regularly employed teacher in each district.

Films are to be available to other civic organizations as long as the use of the film in no way denies any school the use of the film.

An Insurance program shall be established to protect the participating school districts and the intermediate district from financial loss.

James Walton

INSTRUCTIONAL MATERIALS CENTER

History: A special $40,000.00 grant was given to the Berrien County Intermediate School District to establish an Audio Visual Instructional Materials Center for schools in Berrien and Cass Counties.

All school districts (public and private) are eligible to participate in the use of these materials upon payment of a fee of .10¢ per membership child with each membership year beginning in July. The membership figures are to be based on the official membership of the previous fourth Friday of September count. This fee is to be used to help defray the costs of administering the program; such as booking materials, transportation costs, etc.

Materials were selected by representatives from each school district working in committees in various subject areas. These committees in turn worked with teachers who were specialists in their particular subject area.

Other policies in regard to application for membership, availability of materials, delivery, ordering, etc., remain the same as for the film coop.

PERSONNEL STATEMENTS

Specifications for the various positions in an instructional materials center should be carefully formulated so as to indicate the qualifications required and the responsibilities to be assumed. Specifications for one such position follow.

Kenneth Bonine

Kalamazoo Public Schools
Division of Audio-Visual Education

BUILDING COORDINATORS

The multiple duties of an audio-visual building coordinator call for the capacity to be a curriculum leader, a liaison person, a clerk, and a technician without stepping out of the role of fellow-teacher. As more time is available for the job the role of leadership is strengthened.

Personal qualifications:

Enthusiasm for and understanding of the audio-visual areas, together with exemplary utilization of them in the classroom are essentials for effective coordination.

The ability to work with colleagues is important.

Organizational ability enables the coordinator to raise the daily routines above the state of confusion that can nullify other efforts.

The willingness to give personal time is vital for implementing a good program.

Specialized training:

A teacher taking the assignment of coordinator should have had a basic course in the use of the many materials of instruction.

A class in the production of instructional materials and one in administering a materials center would give this person further competencies.

Institutes and conferences are also helpful.

School Experience:

A building coordinator should have had at least one year of classroom teaching experience before assuming added audio-visual responsibilities.

There is value in having a coordinator serve for consecutive years.

Assignments to other building committees are discouraged.

Kenneth Bonine

Duties of an audio-visual building coordinator:

1. Gives technical help in the use of instructional materials and equipment.
2. Keeps equipment operative and clean and if necessary sends to central services immediately any piece needing maintenance.
3. Organizes a building routine for daily flow of communications and materials between teachers and audio-visual center.
4. Appoints, or requests appointment of an assistant, or building committee, to help with coordination duties particularly during absence of the coordinator.
5. Keeps a current, up-to-date inventory of the building's audio-visual equipment.
6. Supplies the staff with sources of materials that are available (catalogs,, manuals, etc.).
7. Organizes in-service workshops and training sessions.
8. Presents and demonstrates new materials and equipment to the staff.
9. Promotes production workshops.
10. Encourages displays of good classroom utilization of audio-visual materials.
11. Maintains a portion of the office bulletin board for audio-visual communications and ideas.
12. Orders and has on hand spare lamps for film and filmstrip projectors.
13. Assists in determining building needs for budget appropriation.
14. Determines the distribution of equipment within the building.
15. Attends building coordinators' meetings, or sends an alternate.
16. Shares suggestions and good building practices at coordinators' meetings.
17. Assists community groups in selection and use of audio-visual materials.
18. At the end of the school year, collects all equipment, places it in locked storage for the vacation period, makes out a new inventory in duplicate, and sends one copy to the central audio-visual office.

This is your CONFIRMATION!
The following will be sent to you on the
dates you requested:

Education Service Center
Muskegon Area
INTERMEDIATE SCHOOL DISTRICT

DID YOU FORGET?

The following Instructional Materials
are OVERDUE!!!

Education Service Center
Muskegon Area
INTERMEDIATE SCHOOL DISTRICT

SO SORRY! . . . . . the following
is NOT AVAILABLE on the dates you
requested:

Education Service Center
Muskegon Area
INTERMEDIATE SCHOOL DISTRICT

THE IDEA SERIES: INTRODUCTORY LETTERS, SAMPLE CARDS, AND A RESPONSE

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USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
CHILDREN
AND YOUTH

Dear Associate Center Director:

As you can see by the enclosed forms, we are planning a new service for you and the teachers in your area. Our Teacher Idea Series will soon be published on 3 x 5 cards and several sets sent to you. You may then circulate them among teachers through your library or reprint them for distribution.

We need your cooperation in distributing the forms to teachers in your area. We would then like to have the forms returned to you when completed and you, in turn, send them on to us.

Our objective is to create a mass circulation of teacher-designed ideas and to give associate centers the opportunity to provide even more service to teachers.

This will be a continuing series. As new ideas are printed, additional sets of cards will be distributed to all associate centers. This should form a nice reference library for teachers seeking new teaching materials.

If you have teacher ideas already on hand, please contribute them to our Series. If they are in printed form, you need not fill out the Idea Series Forms. Full credit will be given to teachers submitting ideas and to centers providing them.

Enclosed is a prototype of the cards we plan to print. If you have any ideas, suggestions or questions concerning our suggested format, or the enclosed form, please let us know.

With your cooperation and that of your teachers, this project will succeed.

Thank you.

RIMCC Member Special Education Network · Bureau of Education for the Handicapped · U.S. Office of Education · An Equal Opportunity Employer

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
*CHILDREN
AND YOUTH

213 Erickson Hall Michigan State University East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

Dear Teacher:

As a teacher of the handicapped, we know you are constantly searching for new teaching ideas and have, in the process, developed a number of your own materials for use in your classroom.

We, at the USOE Michigan State University Regional Instructional Materials Center, are beginning a new format for our Idea Series. We plan to publish the Teacher Idea Series on 3 x 5 cards, convenient for storage in a file box. These cards would contain ideas sent to us by teachers throughout our three-state area, with credit given to the teacher (or teachers in case of duplicates) for the idea. Once printed, sets of these cards will be sent to your state and/or local instructional materials or resource centers to be used by teachers within their areas.

Our objective is a large circulation of teacher ideas with continuous input to us of new ideas submitted by you through your local centers. Please complete this short form and return it to your local center which will forward it to us. If you need more room, please add another sheet of paper.

RELEVANT HANDICAP(S) (Blind, blind/deaf, deaf, EMR, TMR, etc.) If idea applies to all handicaps write "All."):

__________ __________ __________ __________

AREA(S) (Math, spelling, etc.):

__________ __________ __________ __________

IDEA NAME OR TITLE (PLease give your idea a name.):

____

AUTHOR/DESIGNER:

____

POSITION: __________________ SCHOOL: __________________

CITY: __________________ STATE: __________ ZIP: __________

(Continued on other side)

*Member – Special Education Network – Bureau of Education for the Handicapped – U.S. Office of Education – An Equal Opportunity Employer

LIST MATERIALS NECESSARY FOR CONSTRUCTION (Cardboard, sandpaper, glue, etc.):

IDEA DESCRIPTION (Include illustration when applicable):

Please return this form to your local Instructional Materials or Resource Center. If no center serves your area, send it to: USOE/MSU RIMC-HCY, 213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823.

Thank you for your cooperation.

HAND SHAKERS

PURPOSE: To provide children with a simple art lesson; the product can be used for rhythm and coordination activities.
CONSTRUCTION: Take any shaped light bulb and cover it completely and thoroughly with papier mache. After the papier mache is dry, break the bulb. Then have each student decorate the shaker with paint.
DIRECTIONS: The shaker can be used for simple rhythm activities.

RECOGNITION GAME

PURPOSE: To help improve sight recognition.
CONSTRUCTION: Construction paper, tagboard or index cards may be used to make game cards. Each card is printed with one word, number or letter depending upon which skill needs practice.
DIRECTIONS: The cards are laid out in front of the student, the number of cards used determined by student's ability. The teacher asks the student to select a given card. If the student is correct, he is awarded a point; if incorrect, the teacher receives the point. After the game pattern is established, the child becomes the "teacher" and the teacher becomes the "student".

LANGUAGE GAME

PURPOSE: To help improve spelling and recognition abilities.
CONSTRUCTION: On a sheet of paper or on the chalkboard draw a square, divide it into equal sections and write one letter in each section.
DIRECTIONS: The children are instructed to make words with four or more letters by moving up, down, sideways or diagonally. Proper names are not allowed. The same letter cannot be used in sequence (such as boot or tool) but may be used twice in the word. The object of the game is to make as many words as possible. Some good examples are late, block, check.

d	s	u	m
t	a	l	b
e	k	c	o
c	h	e	t

VISUAL DISCRIMINATION DOMINO SET

PURPOSE: To aid children in discriminating various visual patterns.
CONSTRUCTION: 36 dominoes are made out of white posterboard cut into 3" x 6" rectangles. On each domino draw a different visual pattern using circles, squares, triangles and combinations of these shapes. Make 2 dominoes for each visual pattern. The game may be played with 2, 3, or 4 children or 2 groups of 2 children.
DIRECTIONS: Each player is given 9 dominoes face up, and instructed to attempt to make a match. If no match can be made the player draws one domino from the reamining pile and loses his turn. The winner is the first player to run out of dominoes.

MAP WITH MOVABLE TOPOLOGICAL ASPECTS

PURPOSE: To familiarize students with relationship between topology and the weather.
CONSTRUCTION: Wooden board base (as large as desired map plus four inches on all sides for margins), plaster of Paris, heavy duty aluminum foil, large tub of sand, glue, pencil, sandpaper, large U. S. map, carbon paper, water, brown, blue and green paint.
DIRECTIONS: Sand edges and surface of board until smooth. Place carbon paper face down on board with map face up on top. Trace map, including all states. With glue, follow outline of map so that there is a raised line effect. With aluminum foil, make molds for Great Lakes, Mississippi River, etc. In the sand, hollow out molds of Rocky Mountains, Appalachian Mountains, etc. Mix plaster, pour carefully into molds and let set. The mountain ranges will have a textured surface, as the sand will stick to the plaster. After plaster has set, remove from molds and paint. Place the items on the map and ask students to predict weather changes as you make topological changes. (Hint: oiling the aluminum foil with plain kitchen oil before molding will ease its removal from the plaster).

SPIN THE CLOCK GAME

PURPOSE: To lend variety and interest to practice drills in reading and speech.
CONSTRUCTION: A large chart is constructed from plywood or heavy cardboard with 12 "pockets" made from tagboard or construction paper. The pockets are numbered 1-12 and a clock with a movable arrow in the center is also made.
DIRECTIONS: In each pocket, the teacher inserts a picture or flash card representing a sound or word(s) for drill. The children take turns spinning the clock arrow to a number. Each child then reads the word(s) in the pocket marked by that number and/or says the word in a meaningful sentence. Older children may be scored individually or by teams, with one point earned for each correct response. May be adapted for review and drill in safety, health or science classes.

SPELLING ROLL

PURPOSE: To stimulate interest in spelling.
CONSTRUCTION: Using an ordinary egg box, carefully open the cover so that it forms a gentle slope from table top to inside of box; secure cover to table with cellophane tape. Mark each square of the box with a different number. Make a set of cards numbered from 1-12 and write words on them, each word increasing in difficulty as they increase in numerical value.
DIRECTIONS: The child is instructed to roll marbles into any square from a distance of about 5 feet. He is to spell and/or use the word in a sentence that corresponds with the number where his marble landed (the child may be required to do one rather than both tasks, depending upon his capabilities). If the child is successful, he earns the points. The first player to get 50 points is the winner.

ELECTRO-BINGO

PURPOSE: To familiarize students with the terminology of electricity.
CONSTRUCTION: The game board is patterned after bingo, with electrical terms such as positive, negative, circuit, dry cell, conductors, insulators, etc. written in the various squares. If used with visually handicapped children, the baord can be made out of yarn to make the squares detectable. The words can be written in braille or large print.
DIRECTIONS: The teacher reads aloud a definition and the students are instructed to cover the proper square that matches the definition. The first student to get an entire row covered says "electro-bingo" and the class checks if the covered words match the definitions that were read.

ANIMAL MATCH GAME

PURPOSE: To help blind and sighted children relate animal objects with words.
CONSTRUCTION: Can be made on cardboard with laces to match one side to the other with braille or print labels on the back to check against. It may also be made on an electrical board with a buzzer or light that goes on when a correct match has been made. Also needed are samples of animal objects such as fur, shells, etc.
DIRECTIONS: On one side of the board have samples of animals such as snake skin, rabbit fur, lobster shell, etc. The children are instructed to match object with the name of the animal or match classification, such as insect, mammal, reptile, etc.

PICTURE PUZZLE

PURPOSE: To enhance child's self-concept.
CONSTRUCTION: A snapshot of the child, a sheet of masonite or heavy cardboard, rubber cement, clear varnish are needed.
DIRECTIONS: The child is instructed to cement his picture onto the masonite or cardboard and then coat it with varnish for durability. Using a saw or paper cutter, cut the picture into various puzzle pieces. The child can then use the puzzle of himself to develop coordination and also a better awareness of himself. (Variation: A polaroid snapshot may be used, without mounting it on masonite or varnishing it.

SUFFIX RUMMY

PURPOSE: To develop practice in using correct suffixes in making new words.
CONSTRUCTION: Make sixteen 2" x 3" cards in which four cards have the suffix less, four have ish, four have ful and four have ness. The game involves 2 or 4 players and an umpire. Make 16 additional cards having one base word on each, such as kind, boy, good, fear, etc.
DIRECTIONS: The 16 base word cards are dealt out to the players. The suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand, he lays this pair down face up. If he cannot, he puts the suffix card under the pile from which it was drawn and the next player gets a turn. The person to lay down four pairs first wins. Players should lay their pairs face up so the umpire can determine the validity of the new word.

LIVING ON A BUDGET

PURPOSE: To introduce students to consumer economics, home maintenance, and counting change.
CONSTRUCTION: 12" x 16" tagboard with 2" x 2" squares around the perimeter, much like a track. Every other square is marked either bill, housing, store and "?". The corners are marked Payday, Lose Turn, Extra Turn, and Loitering - $20 fine. 60 3" x 5" cards with 20 actual store bills, 20 housing bills, 20 credit bills and miscellaneous bills.
DIRECTIONS: Each player begins the game with $200. As he shakes the dice and lands on the bills, housing, stores or "?", he must select the appropriate card and pay an actual bill. Houses may be bought, sold and/or rented when an opponent lands on the square (as in Monopoly). Each Payday, player is given $100. One person is selected to be banker. "?" are funerals, robberies, and unexpected bills. The player with the most money at the end of the game is declared the winner.

LEARNING LETTERS

PURPOSE: To teach letters and sounds and to develop association skills.
CONSTRUCTION: Each letter in a set is formed on heavy cardboard and has pasted on it small articles that begin with the sound of that letter. For example, the letter "n" is covered with nails, the short "e" with egg shells and the letter "j" with jewels. Each letter or blend is in some way represented by objects.
DIRECTIONS: Have the child identify the objects on each letter to provide practice in making the sound. Also, have the child feel the objects as he traces over them in making the letter.

MONEY COMPARISON CHART

PURPOSE: To acquaint students with foreign money in comparison with U. S. money.
CONSTRUCTION: On a sheet of heavy cardboard, glue eight "pockets" made from heavy construction paper in 4 rows. Make flash cards out of 3" x 5" cards.
DIRECTIONS: The first row of pockets contains coins of several denominations from the country to be studied (money is usually available from any bank).

The second row of pockets contains interchangeable numbers which go on the front, denoting possible denominations which can be removed.

The third row of pockets contains flash cards denoting the worth of the money in its native country.

The fourth row of pockets holds flash cards denoting the worth of the money in the United States.

CONCEPT DEVELOPMENT

PURPOSE: To help children organize ideas and review known words in a game-like situation.
CONSTRUCTION: On one side of an 8" x 5" card list several vocabulary words appropriate to the reading level of the children. All words listed should fall into two or three categories such as parts of family, house and self; words describing water, sand, and wood; or words that tell us how much and how many.
DIRECTIONS: The children are instructed to write the category description words at the top of their paper. Instruct them to find the words that belong in each category and to write them under the proper heading.

FORM PUZZLE

PURPOSE: To help children see relationship of parts to the whole.
CONSTRUCTION: Cut eight 3 1/2" squares out of white posterboard and draw a pencil line across the square diagonally. With a black magic marker, color in one half of 4 of the squares. With a red magic marker color in one half of the other 4 squares.
DIRECTIONS: The students are instructed to assemble the 4 black and white squares so that the center forms a black square in a white field or reversed to make a white square in a black field. The red and white squares make another complete puzzle.

BOTTLED ODORS

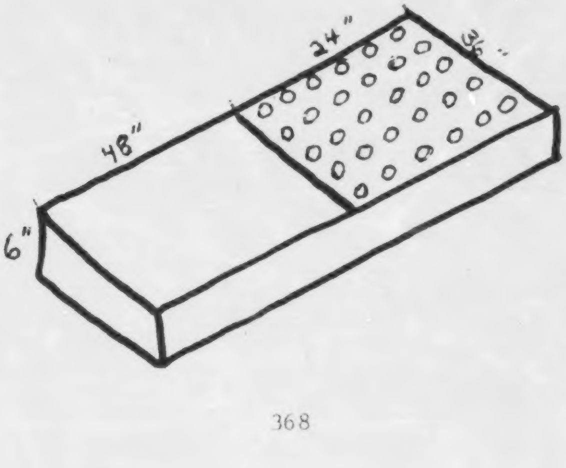
PURPOSE: To help visually handicapped children learn to identify odors.
CONSTRUCTION: 12 small glass bottles with screw on tops (will retain odors longer than plastic bottles). For the price of the small bottles the local druggist would probably be glad to saturate bits of cotton with colatile oils such as lemon, anise, cinnamon, wintergreen, peppermint or eucalyptus.
DIRECTIONS: These bottles may be used any number of ways to aid in identification, matching odors, or to enhance a unit on foods.

SHOPPING

PURPOSE: To acquaint students with buying groceries, budgeting money and counting change.
CONSTRUCTION: 12" x 18" tagboard, 100 2" x 2" squares with grocery store products pasted on them with the prices on the other side, dice, play money. On the tagboard draw 12 grocery store departments (dairy, meat, etc.) with a path winding through them. Divide the path into 2" squares like a sidewalk, and on every third square draw an arrow pointing to one of the departments.
DIRECTIONS: Each player is given $15.00 to spend. The players start on one end of the path and throw the dice to see how many squares to move. If a player lands on a square with an arrow pointing to a counter, he must buy something from that department. He should try to buy the least expensive item from each department. If he runs out of money he must put something back each time he lands on an arrow. The winner is the player with the most products at the end of the game.

NUMBER BOX

PURPOSE: To develop coordination while simultaneously providing math drills.
CONSTRUCTION: Lumber, nails, poker chips, paint are needed. Construct a box according to dimensions in illustration. Make 5 rows of 6 circles each and paint a number on each circle.
DIRECTIONS: The child is instructed to stand in the box with heels touching the back of the box. He tosses the poker chip to cover numbers and then adds the sum. This can be done for simple addition facts or for more complicated combinations. It could also be adapted for drills in subtraction, multiplication and division.



FUN WITH SLIDES

PURPOSE: An activity to acquaint students with aspects of nature.
CONSTRUCTION: Camera, slide film, and books about nature are needed.
DIRECTIONS: Read a story to the class; discuss the story and talk about pictures that could be taken. Plan a field trip and let children take pictures. When film is developed, show slides to the class. The children can bring in examples of subject (i.e., weeds, grass, flowers, etc.) which can be arranged in a bulletin board display. They can also draw pictures and write stories related to the slides.

PHONETIC BOXES OF FUN

PURPOSE: To provide blind and partially sighted children with help in phonetics.
CONSTRUCTION: Braille paper (heavy gauge), large press-on letters, small toys and other items for introducing phonetic sounds, list of rhymes for each letter of the alphabet, shoe boxes (or similar boxes)
DIRECTIONS: In braille and large print letters, make a label for each box, for every letter of the alphabet. Place the toys and articles inside each box corresponding to each letter. The children can then practice saying the letters and can associate the items with the letters.

COMMUNITIES OF LONG AGO

PURPOSE: To help students understand the lifestyles of societies in the past.

CONSTRUCTION: Make a list of shops and businesses of a particular time period studied; for example, cobbler, hatter, blacksmith, tanner, etc. (this may be researched by the class). On a large sheet of paper draw a chart and stencil in the various names.

DIRECTIONS: The children are instructed to find pictures appropriate for each business. In some cases, pictures may be drawn. The pictures are then mounted on the chart next to the corresponding business. Some examples of symbols are:

Cobbler - shoes
Hatter - hats, wigs
Blacksmith - anvil
Tanner - leather
Wheelwright - carriages, wagon wheels
Miller - grain sacks
Cooper - barrels, buckets

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CHILDREN
AND YOUTH

[illegible] Hall, Michigan State University, East Lansing, Michigan [illegible]
Cooperating With State Departments of Education in Michigan, Indiana, Ohio

Submitted by:

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Memo

To Whom it may concern:

This information was reproduced and distributed to the Special Education staff of Kalamazoo Public Schools. On the material you gave permission for it to be reproduced, but asked that a reproduced copy be sent to you. So per your request....

Betsy Ross

Betsy Ross
CRC
Kalamazoo Public Schools
Kalamazoo, Michigan 49001

This appeared in our monthly Spec. Educ. newsletter. Page 1 was an explanation and request for ideas from the staff - these ideas were to serve as samples. B. Ross, C.R.C.

BALL TOSS

Purpose: Coordinate correct spelling of words with physical dexterity.

Construction: I basketball and a list of spelling words.

Directions: Two students stand across from each other with a distance of of about 5 feet between them. One student holds the ball. The teacher pronounces a word. The person holding the ball tosses it to the other student and says the first letter of the word. The second student tosses the ball back and says the second letter of the word. They continue to toss the ball back and forth until the word is completed.

submitted by: Tri-County Special Education
Programs Center, Ohio

MUFFIN PAN BOUNCE

Purpose: Drill and practice in addition and subtraction and for improvement of visual-motor skills (eye-hand coordination).

Construction: Attach a number to the bottom of each muffin cup (use tape). Place the pan on the table.

Directions: Children take turns bouncing ping-pong balls so that they land in the cups. Each player keeps a running score. The first player to reach 100 points wins. Teacher can vary the numbers for more difficult addition and subtraction problems. Also, letters may be used instead of numbers in the muffin cups. First player to spell a correct word wins.

submitted by: Roosevelt School
Stevensville, Michigan

MUSICAL DESKS

Purpose: Organize classroom schedule to enable teacher to give individual attention to a child and at the same time have a functional program for the other children.

Construction: Use 9 desks in the classroom for 10 children, leaving one child "free" to work with the teacher. The desks contain the following type of work:

Desk # 1 - ABC work
Desk # 2 - puzzles
Desk # 3 - arithmetic
Desk # 4 - perceptual exercises
Desk # 5 - record player & headset
Desk # 6 - primary typewriter
Desk # 7 - color, cut & paste
Desk # 8 - clay
Desk # 9 - bead stringing

Directions: Child starts at Desk # 1 and works through # 9. After he completes the task at Desk # 9, he comes to the Teacher's desk for individual instruction. Each child continues the desk rotation for 10 to 15 minutes at each desk. (Subject matter and time can be adjusted according to the number and needs of the youngsters.)

submitted by: Marilyn Sheller
Indian Creek Schools, Ohio

SAMPLES OF BROCHURES, NEWSLETTERS, AND OTHER SIMILAR PUBLICATIONS OF THE GLR SEIMC

INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH

MICHIGAN STATE UNIVERSITY COLLEGE OF EDUCATION IN COOPERATION WITH THE HANDICAPPED CHILDREN AND YOUTH BRANCH U.S. OFFICE OF EDUCATION

. . . in the beginning

The idea of establishing instructional materials centers began in 1962 when the President's Panel on Mental Retardation sent a number of teams to study European programs for the mentally retarded. The teams which visited the Netherlands were impressed with the importance placed on educational materials, and that teachers were particularly well trained in the development and use of these materials. Following the report of the President's Panel, two pilot centers were established in Wisconsin and California.

By 1967 the concept of instructional materials centers had been adequately tested and in the next year, the government sponsored eight more centers to provide broader services.

Thus, in 1966, the Instructional Materials Center at Michigan State University became one of a network of ten regional centers established by the U.S. Office of Education to aid teachers across the country improve the basic education of the nation's handicapped children and youth.

The Center at Michigan State is located in Erickson Hall and is established as part of the structure of the College of Education. Operating on a year-round basis, it articulates with both the Learning Systems Institute and the undergraduate and graduate preparation and research programs in the Department of Elementary and Special Education.

. . . the purposes

The Center serves as a base for activities and services including the collection, evaluation, production and loan of instructional materials, intensive consulting services, and extensive activities in stimulation and coordination of field research.

The Center is designed to cooperate with and supplement existing regional, state and local programs and services. Center staff are prepared to cooperate closely with state and local personnel in the identification of local needs.

. . . center services

Instructional Materials

First and foremost, the Center serves as a central collection and repository agency for commercial and field-developed instructional materials for handicapped children and youth. Through the efforts of the Center Librarian, materials are distributed on loan to regional and local areas.

The Center offers print-outs of the available Center materials as well as abstracted information regarding such subjects as curriculum adaptations and additional curriculum guides, research studies, special teaching aids, and parent counseling, available to users through a computer-based information retrieval system.

It is hoped that those unable to come to the Center will eventually have an opportunity to examine materials in their local areas through the use of slow-scan television, kinescopes, videotapes, film clips, and voice tapes.

The Center will develop, or cooperate with teachers and others in the development, design, fabrication and evaluation of specialized instructional materials and aids for exceptional children.

Consultation

The Center provides consultation and guidance services to teachers and their administrators or related personnel regarding instructional materials or the use of these materials, and for field assessment of materials and applied research activities. The Center's full-time field representative is prepared to offer field-based consultation and guidance in regional and local areas.

Teacher Education

In cooperation with the instructional departments of MSU, the Center will arrange credit and non-credit courses, institutes, workshops and in-service training for teachers or related personnel as needed and requested either on the campus or off-campus. It will also cooperate in programs and courses at regional college and university teacher preparation programs.

The Center newsletter will report progress in [illegible] of classroom materials and may be used as a vehicle for the exchange of information among teachers of handicapped children and youth.

Research

The Instructional Materials Center provides a setting and staff which will generate a wide range of research and development activities related to special education materials. It will assist State Department and local school personnel in designing and implementing field research procedures. Because of the general shortage of appropriate materials, an important function of the Center is to provide facilities for the development and modification of materials to meet the special educational needs of handicapped children and youth. Special educators have long been creative in producing their own adapted materials, many of which should come to the attention of other teachers with similar needs. It is likely that many teachers will wish to cooperate in making these more generally available.

Commercial companies and other agencies are invited to submit material and aid designs for field testing and exposure.

. . . the user

Educators, supervisors, administrators, researchers and related personnel who have need for classroom instructional materials or information regarding the use of instructional or other materials for handicapped children and youth will find the Center useful to them.

Schools or agencies wishing to establish computer-based operations may also arrange for consultation regarding this.

. . . the children served

The children and youth for whom the Center [illegible] are designed include those who are mentally [illegible]

programs for handicapped, including crippled, hospitalized and homebound, deaf, visually handicapped, emotionally disturbed, and those with learning disabilities or speech problems.

. . . to use the Center

Registration forms should be completed by potential users in advance of requests for materials or information.

Registrants are welcome to come to the Center or to request materials and information by mail or through computer service. From time to time acquisition sheets with descriptions of materials, a newsletter, and other mailings will offer registrants an opportunity to order for examination or classroom use materials or aids as well as abstracted information or documents.

Requests for consultation, short-term institutes, workshops, in-service training, credit and non-credit courses, registration forms or brochures may be made by writing:

Mrs. Lou Alonso, *Director*
Instructional Materials Center for
Handicapped Children and Youth
College of Education
218 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

REGIONAL INSTRUCTIONAL MATERIALS CENTERS FOR HANDICAPPED CHILDREN AND YOUTH

U.S. Office of Education Coordinator: Dr. George Olshin

The University of Wisconsin
502 State Street
Madison, Wisconsin
Director: Dr. James I. McCarthy

American Printing House for the Blind
[illegible]
[illegible]
[illegible]

Colorado State College
Greeley, Colorado 80631
Director: Dr. Tony D. Vaughn

The University of Texas
Austin, Texas
Director: Dr. William Wolfe

Department of Special Education
Superintendent of Public Instruction
302 State Office Building
Springfield, Illinois
Director: Gloria Calovini
Lenore Powell

The University of South Florida
Tampa, Florida
Director: Dr. Leonard Lucito

The University of Oregon
Eugene, Oregon
Director: Dr. Melton Martinson

The University of Kentucky
Lexington, Kentucky
Director: Dr. William Tisdall

The University of Southern California
Los Angeles, California
Director: Dr. William Reid

Michigan State University
[illegible]
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WHAT'S NEW?

VOL. 1 NO. 2 APRIL 1967

INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH

IMC LIBRARY OFFERS MANY SERVICES

Although we have nothing against "old fashioned" libraries, we are quite proud of our space-age product. One of our most valuable assistants is a computer, and you won't find a card catalog file anywhere. Our purpose, of course, is to offer you the most thorough and efficient service we possibly can.

At present the library is housed in Room 218 of Erickson Hall. We are gleaning the best in monographs, books, documents and educational aids relative to special education. As each acquisition is received, it is numbered chronologically and put on the shelf: This will save us from the expensive task of reclassifying materials as we expand.

Each acquisition is described in a brief abstract which incorporates key words called "descriptors." The abstracts are then key-punched and stored in the university CDC 3600 computer. At your request, it can make a thorough search of all materials in just minutes. This on-going project has been dubbed BIRS (Basic Information Retrieval System).

If, however, you enjoy browsing in a library, you may have free access to our shelves. Or you may be interested in our "browsing catalogs," which are computer printouts of the most common requests received at the library, along with corresponding accession numbers and abstracts.

The abstracts, written by qualified graduate students, are averaging 50 to 60 printed documents per month. Through the computer, we are able to retrieve an item by author, title, publisher, copyright date, number of pages or general area.

Printouts of the materials we have available are sent periodically to the other IMC's of the network, the U.S. Office of Education, and ERIC-CEC. You will eventually receive a printout in reduced size which will serve as a handy personal catalog to use in ordering materials or documents for perusal.

The second phase of our library, now completed, is a compilation of tests which can be given to handicapped children and youth. A computer-generated indexed book of these tests has been sent to the other Centers of the network and to the U.S. Office of Education. This reference, also available in our library, includes an author-title listing, subject listing, and abstracts of the tests.

We are now receiving some of the more than 200 titles in special education that we ordered recently. Drop us a note if we can assist you in any way. That's one "old fashioned" quality we intend to keep.

Don't Bury That Questionnaire!

Not too long ago you received a questionnaire from our Center regarding reading materials and equipment that you are using for visually handicapped students. Your answers will help us to identify problem areas, and will guide us in purchase and development of materials you might need. So—please—take time out today if you have not yet sent your much needed comments to us.

A research report concerning the results of this survey will be sent to all interested persons.

SHOPPING FOR FINANCIAL ASSISTANCE?

Some of the funds available for graduate education for qualified persons in special education are:

Michigan State University

P. L. 85-926, as amended, Master's and Post-Master's fellowships. Awards cover all tuition and fees plus $2000 per calendar year and $600 per dependent for full-time master's candidates; $2400 plus $600 per dependent for full-time students at the first year doctoral level. Master's level programs offered in the areas of the visually handicapped, emotionally disturbed and mentally retarded. Doctoral program support is available in the areas of administration and the visually handicapped.

Summer traineeships for 10-week sessions are available in the area of the visually handicapped. Full tuition plus $75 per week. First priority given to persons working to meet certification requirements. A limited number of traineeships still available; rush application.

Michigan Public Act 156 scholarships. Open to teachers in fields of speech correction, mentally retarded, deaf, emotionally disturbed, visually handicapped, physically handicapped, school diagnosticians, school social workers. Stipends determined by individual need.

For further information write Dr. Charles Mange, Director, Special Education, Michigan State University, East Lansing, 48823.

Northern Michigan University

Courses offered to meet the certification requirements in speech pathology and mental retardation. For further information write Director, 1967 Summer Session, Marquette 49855.

University of Michigan

(Summer) Traineeships in Crippled, Hospitalized and Homebound; and Emotionally Disturbed.

Full-year fellowships for the Master's degree in the areas of mentally retarded; emotionally disturbed; visually handicapped; crippled, hospitalized and homebound. Fellowships for Post-Master's degree in the areas of mentally retarded, emotionally disturbed, and visually handicapped.

These grants are made possible through the U.S. Office of Education under P. L. 85-926, as amended. For further information write Dr. M. J. Trippe, Chairman, Special Education Committee, School of Education, U. of M., 734 East University, Ann Arbor 48104.

Wayne State University

Graduate Assistantships and Research Associateships, $1800-$8000, in substantial number. In Speech Correction, contact Dr. George A. Kopp, Speech and Hearing Center, 5900 Second Ave., Detroit, 48202. In Audiology contact Dr. John Gaeth, Rehabilitation Institute, 261 Mack Ave., Detroit 48201.

Rehabilitation Traineeships. The U.S. Rehabilitation Administration provides 21 traineeships ($1800-$2000) and 2 traineeships ($2800) per year. Apply to Dr. Louis J. Cantoni, 5425 Second Ave., Detroit 48202.

(Summer) U. S. Rehabilitation Traineeship. $450, for rehabilitation majors only. Apply to Dr. Cantoni.

We also suggest writing to the Department of Education in your respective state. These departments receive their own funds for assistance to persons admissible to university programs.

STATE REIMBURSES BRAILLE TEACHER COSTS

Under Michigan law, school districts employing teachers who instruct others on transcribing books into braille or other books for visually handicapped students will be reimbursed for up to 75 percent of costs. State aid will be given only to school districts administering approved Type I programs for the blind and partially seeing.

Also included in the recently passed bill is reimbursement up to 75 percent of the expenses incurred in reproducing educational materials for visually handicapped children. This includes the cost of tapes, records, machines, paper and binding. The materials reproduced, with a few exceptions, will be listed in the Library for the Blind and Physically Handicapped in the State Department of Education so that other school districts may share them.

To receive funds, a school district must submit a budget proposal to the state superintendent of public instruction.

BRAILLE AND LARGE PRINT MATERIALS

As a continuing feature, we will keep you apprised of materials being produced by various state agencies. This listing includes Jackson State Prison (JSP), 4000 Cooper St., Jackson 49201, and Michigan School for the Blind, 715 West Willow, Lansing 48906. Please order materials directly from the agency concerned.

Jackson State Prison charges one cent per page; other materials are free of charge. The School for the Blind has asked that your order be received by **May 15**, to facilitate their production.

BRAILLE BOOKS IN PROGRESS

(available from Jackson State Prison)

Anderson, Richard, et al., **School Mathematics**, Geometry, c 1966.

Barker, Jr., Charles, **The New Math: For Teachers and Parents of Elementary School Children**, c 1964.

Billington, Lillian E., **Spelling and Using Words**, Grade 5, c 1957.

Bragdon, Henry & McCutchen, Samuel, **History of a Free People**, c 1961.

Brumfiel, Charles F., et al., **Arithmetic: Concepts and Skills**, c 1963.

Carpenter, Harry & Wood, George, **Our Environment: Its Relation to Us** (Allyn & Bacon 12-Year Science Program), c 1965.

Cutright, Prudence, et al., **Living as World Neighbors** (Macmillan Social Studies Series), c 1966.

Hofstadter, Richard, et al., **The United States: The History of a Republic**, c 1957.

Lankford, Jr., Francis, et al., **Essential Mathematics**, c 1961.

Lankford, Jr., Francis, et al., **Essential Mathematics Workbook**, c 1961.

McSwain, E. T., et al., **Mathematics, Grade 8**, c 1965.

Rogers, Don C., et al., **Spelling, Grade 7** (My Word Book Spelling Series), c 1966.

Todd, Lewis Paul & Curti, Merle, **Rise of the American Nation**, c 1966.

LARGE TYPE BOOKS IN PROGRESS

Bailey, Matilda, **Our Language Workbook, Good Times**, 3rd ed., c 1963. (JSP)

Beamer, Katherine S., **Detroit at Work**, published by Detroit Public Schools, c 1966. Illustrated; for 4th and 5th grades. (MSB)

Eicholz, Robert & O'Daffer, P. G., **Basic Modern Mathematics**, Grade 7, c 1965. (MSB)

Elson, E. F., et al., **The Art of Speaking**, 2nd revised ed., c 1966. (JSP)

Israel, Saul, et al., **World Geography Today**, c 1966. (JSP)

Pollock, Thomas Clark, et al., **The Macmillan English Series**, 2nd revised, c 1964. (JSP)

FIELD CONSULTANT FOILS FOUL WEATHER

Undaunted by the Midwest's fierce winter weather, our field consultant, Mrs. Denise VanAken, has continued her travels. Visiting State Director of Special Education Leslie Brinegar in **Indianapolis**, she learned of some interesting in-service education institutes planned by the State Department.

She completed her discussions with all area state directors of special education at a meeting with Mr. S. J. Bonham, **Columbus**, Ohio.

Mr. Carl Oldsen, Center librarian, and Mrs. VanAken visited the Addressograph-Multigraph Corporation in **Cleveland** to observe large print reproduction equipment. One machine, which increases type size up to 150%, can photograph and print on both sides of a page, reducing the bulk of large print books. Photographic quality of the machine is excellent, they report. One of the company's machines is currently being used to reproduce materials at The Michigan School for the Blind.

We would like to remind you again that Mrs. VanAken will be glad to help you plan workshops, courses or institutes. All she needs is a request from you.

KALAMAZOO WORKSHOP

A workshop on the perceptually handicapped is being sponsored by the Kalamazoo Valley Intermediate School District's special education department on April 20. Keynote speaker will be Dr. K. N. Kephart, Purdue University, who recently completed a twenty-film series on "The Slow-Learning and Brain-Injured Child." Center Field Consultant Denise VanAken will bring a supply of materials to the meeting that will be of interest to teachers in integrated classrooms.

OF SPECIAL INTEREST

Kudos to the **Times**, the first national newspaper to issue a large-type (18 point) publication for those with impaired vision. This weekly culls material from both Sunday and daily editions, covering all areas: news, sports, business and finance, arts and entertainment, science, etc. Illustrations will also be in larger than usual size, and a full page is being devoted to the crossword puzzle fancier. The tabloid-size, 28-page issues began issue on March 6.

Order from Large Type Weekly, N. Y. Times, 229 West 43rd St., N.Y., N.Y. 10036.

13 weekly issues, $8.70 52 issues, $29.00

How They Hear: The Sounds of Abnormal Hearing. 33 1/3 twelve-inch record, written and narrated by Earl Harford, Director, Hearing Clinics, Northwestern University.

As the author-narrator points out, hearing is something we take for granted. This record contains dramatic simulations of various types of hearing losses including flat losses of varying degrees, losses for higher-pitched speech sounds with varying cut-off points, effects of background noise on hearing loss, and relatively flat losses of varying degrees when distortion is a part of a hearing problem.

A booklet contains the text of the record, and several audiograms of the hearing losses discussed. Slides of the audiograms make the record ideal for class presentation.

Various hearing losses on the record are separated by bands so that only a portion of the record may be played if desired.

This educational aid which resulted from conversations of clinicians concerning problems in counseling parents of children with hearing losses is most useful for audiologists, speech therapists, teachers.

Order from Gordon N. Stowe & Associates, Northbrook, Ill.

SUMMER IS A-COMIN' IN

Now is the time to look over the summer school courses, seminars, and workshops being offered at Michigan colleges and universities. We include only a partial listing here, and suggest you write the persons indicated for complete information regarding programs in special education.

Eastern Michigan University, Ypsilanti 48197

June 12-23 Parent-Child Counseling in Special Education.

Aug 7-18 Sensory Training for Perceptually Handicapped Children.

Unit Teaching for Exceptional Child.

Supervising Teaching in Special Education.

plus extensive listing of graduate courses. Write Office of Summer Sessions, Eastern Michigan.

Wayne State University, Detroit, 5425 Second Ave., 48202.

June 26-Aug. 2 Problems in Special Education:

Specific Learning Disabilities (Workshop for teachers of minimally brain injured children. Supported by a special grant from the National Society for Crippled Children.)

Seminar in the Emotionally Disturbed.

Problems in Special Education: International Special Education.

Practicum with the Emotionally Disturbed and/or Socially Maladjusted.

Write Department of Special Education.

Central Michigan University, Mt. Pleasant 48858.

July 31-Aug. 18 Curriculum for Mentally Retarded: Production and Adaptation of Materials. Write Dr. John L. McCarthy.

June 19-July 28 Program in Remedial Reading. Write Dr. A. R. Gaskill.

Michigan State University, East Lansing, 48823.

Workshops:

July 30-Aug. 13 Physiological, Anatomical, and Hygienic Aspects of the Eye.

July 30-Aug. 4 Orientation and Mobility Skills for Blind Children.

Aug. 14-25 Music for Exceptional Children.

Write Dr. Charles Mange, Erickson Hall.

University of Michigan

June 26-August 18 Clinical Management of Disturbed Children.

Socio-emotional Maladjustment of Children.

Practicum: Psycho-education Procedures for the Exceptional Child.

Habilitation of the Trainable Retarded.

Intership and Directed Field Experience (in community and residential settings with mentally retarded children).

Two separate programs are offered, one on campus using the facilities of Hawthorn Center and the University's Children's Psychiatric Hospital, and the other at the University's Fresh Air Camp. Write Dr. M. J. Trippe, U. of M., 734 East University, Ann Arbor 48104.

READING ROUNDUP

A variety of publications is being issued by the Regional Instructional Materials Center For Handicapped Children and Youth. If you are interested in obtaining any of the articles listed below, circle the appropriate number, and it/they will be sent to you **free of charge**. We hope to list new titles in each issue.

1. The Portable Tape Player
2. The Talking Dictionary
3. A Recorded Aid for Braille Music
4. Variable-Interval Sequenced-Action Camera
5. Selective Observation Simulator (SOS)
6. Automated Braille System (AUTOBRAILLE)
7. A Better Mousetrap: A Discussion of One Non-Classification System (for materials management)
8. Evaluation of Instructional Materials
9. Abstractors Manual (Manual form guide and abstract form for printed documents)

READING ROUNDUP ORDER FORM

Please send the encircled materials described in What's New?, April 1967:

1 2 3 4 5 6 7 8 9

Name ________________________________

Position & Company ________________________________

________________ ________________

Address ________________________________

City, State, Zip ________________________________

MORE ITEMS OF SPECIAL INTEREST

Basic Driver Education, J. Bonner, R. Gutshall, F. Kenel 1966.

An appealing, well-illustrated manual designed for students with learning difficulties. The text covers the areas of personal character, psychophysical influences, traffic laws, insurance, and care of the automobile. Full-page illustrations reinforce the sentences, which are clearly and simply phrased; they can be expanded by the teacher or through group discussion. Questions accompanying the text require only that the student be able to copy words.

Illinois field testing indicated that the mentally retarded students using the manual began interacting in other classes as well.

The authors have dual backgrounds in driver education and in working with mentally handicapped youth. Student manual: Paper cover, 8½ x 11, 174 pp. Teacher manual: Paper cover, 8½ x 11, 45 pp.

Copies may be ordered from Special Education Publications, 1130 Boynton Dr., Lansing 48917. Single copies, $2.50; 10 or more, $2.25.

Michigan Successive Discrimination Language Program, Donald E. P. Smith, ed.

This is a comprehensive workbook series that simultaneously develops skills in writing, reading, listening and speaking. Books A to D cover writing: discrimination of space, manuscript writing, spelling and cursive writing. Books 1 to 11 concern reading, from the discrimination of letters to paragraphs. Books I to IV deal with listening and speaking. They have been used successfully with children who have learning disabilities.

This program has been carefully planned so that the user can do each page of the workbooks without help, using previously developed skills. The tasks are carefully graded for self-help purposes.

A teacher's manual tells how to start the program, how to diagnose the children's problems, and how to arrange time and space to help children learn. The stories are appealing, and often humorous.

Cost of the series is $29.50. Order from Ann Arbor Publishers, 610 Forest, Ann Arbor, 48106.

INSTRUCTIONAL
MATERIALS
CENTER
FOR
HANDICAPPED
CHILDREN
AND
YOUTH
WHAT'S NEW?

218 ERICKSON HALL MICHIGAN STATE UNIVERSITY EAST LANSING MICHIGAN 48823

NEWS NOTES / **USOE/MSU RIMC-HCY**
Regional Instructional Materials Center
For Handicapped Children and Youth
213 Erickson Hall Michigan State University East Lansing, Michigan 48823
Phone: (517) 353-7810

Vol. I, No. 1

June 3, 1971

LET US SERVE YOU

This is the first issue of our new *News Notes*. It is part of our way of restructuring our services to best serve you, the state departments of education, associate and local centers by providing you with the latest news and information from the field of education for handicapped children.

All news briefs published in this news service are yours to reprint in your own dissemination publications. We ask only that you credit us with providing the information by printing "USOE/MSU RIMC-HCY" at the beginning of each piece of material you use, in the same manner as "AP" or "UPI" appear in newspaper wire service stories. This is recognition for our funding sponsor and will enable us to determine if the information we provide is being used by you and which news you consider most important.

Our former newsletter, *What's New?*, has been phased out with the final Spring, 1971 issue. The time it took to accumulate enough news to make up one issue, then have it set in type and printed was too long, we felt, to get up-to-date information to you. *News Notes* will be published as soon as we have enough information to fill one sheet and will serve as a wire service, disseminating the most recent and important news available.

We will send you information on upcoming meetings, conventions, seminars, institutes, etc. New appointments in the field of education, new materials and publications as well as innovations will be speeded to you.

WE NEED YOUR COOPERATION

Our news is only as good as the input we receive. In addition to information from the federal government, we need input from you on news you would like disseminated throughout the Instructional Materials Center Network. Anything you send us will aid in getting this news service off to a good start. In addition, please put us on your mailing lists to receive your publications.

Send news to:

Editor
RIMC News Notes
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

WHO WHAT WHERE???

The Institute

"Advanced Learning Behavioral and Emotional Disorders" began February 12 and continues thru March 4.

Mini-Grant

Applications are now available. To get yours, simply call the Center (238-6991). It will come to you by mail.

Got an IDEA

For in-service to help teachers in your building understand what Special Education is about? Need help in getting it across? In-Service grants may soon be available.

Attention:

Speech & Hearing Therapists

All Regional Planning and Development Centers in Ohio have been contacted by the Program for Hearing Impaired Children (Title VI-B). Western Cuyahoga County Program Planning and Development Center has been requested to refer hearing impaired children to this project and assist in development of a regional director of services for hearing impaired children.

Many services from this project are available to hearing impaired children and their parents.

A packet and a list of services are available to you through our Center. You may either calll (238-6991) or write the center 13200 Pearl Road, Strongsville, Ohio 44136 to receive your packet of information.

News Notes

From the IMC in East Lansing, Michigan tells of a new record for those interested in Deaf Education. "Getting Through: A Guide to Better Understanding of the Hard of Hearing" is produced by Zenith Radio Corporation, 6501 W. Grand Avenue, Chicago, Illinois 60635.

LEGISLATION

Substitute Sencte

Bill 405

If passed would require every school district in Ohio to plan programs for all handicapped children. The plan would have to include means of identification, placement, staffing and supervision. If you would like to help get the bill passed call your local chapter of CEC, or call the Center for information on how you can get INVOLVED.

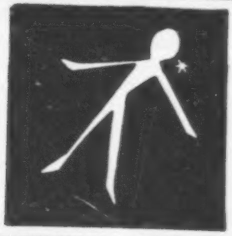
"INSIGHT" suggests

We "watch" for an announcement soon of a new federal effort to enroll thousands of the nation's handicapped preschoolers in selected Head Start Programs.

The Collection Box

November, 1972 Special Education Department Muskegon Public Schools

NEWS NOTES USOE/MSU RIMC MCY



NEWSLETTER FOR PARENTS

The newsletter, CLOSER LOOK, is designed to help parents and others find services for children with mental, physical, emotional, and learning handicaps.

For further information write: Closer Look Newsletter, Box 19428, Washington, D.C. 20036

OPEN CLASSROOM REVIEWED

"Individual Differences In Open Education," compiled by Nettie Bartel and others of Temple University, Philadelphia, Pennsylvania, is a report which provides an overview of the nature of the open classroom in terms of implications for special education, describing an ongoing research project on the open classroom, and presents data on one phase of the project. It also considers the teacher role in the learning process, the role of individual differences, and the role of individual instruction.

* * *

COUNCIL FOR EXCEPTIONAL CHILDREN

Lets Get Involved
The Council for Exceptional Children is a professional organization which promotes the advancement and education of all exceptional children. Get involved through your Local Chapter #434. Get involved through conventions: International C.E.C. in April, Regional in March. Get involved through periodicals: Exceptional Children, Teaching Exceptional Children and Update.

All of this is available with a C.E.C. membership. Send a check made out to the council for Exceptional Children, to Linda Johnson, 17936 Mohawk Dr., Spring Lake, Mich.

* * *

A NEW NEWSLETTER THE SEEDLING!

"Seedling" is an attempt of the Committee on Developmental Learning, formerly the Michigan Curriculum Committee on Exceptional Children to share information and to answer some of the many questions being asked by special educators in the field.

OUR GOAL: Direct dissemination of information to special educators in the field.

OUR SOURCES: State Dept. of Education staff, the Committee on Developmental Learning, college and university professors, articles from professional magazines and journals, and most important YOU.
OUR TOPICS: Work of the committee on Developmental Learning; introduction of State Dept. Special Education Staff; Articles of interest in Special Education; book reviews, abstracts of articles, critiques of new materials and techniques; announcements of meetings, hearings, conferences and workshops.
OUR STAFF: Editor: John O'Brien, Director, Muskegon Area Learning program, Newsletter Committee: Dr. Larry Ashbaugh, Western Michigan University; Beverly Farr, Allegan Int. Schools; Terrance Jones, Van Buren Int. Schools; Ken McNeill, Clare Int. Schools; Asa Brown, Wayne State University; Dr. Irene Gromek, Macomb Int. Schools; Lois Manet, Grand Rapids Public Schools; Roy Montroy; Copper Country Intermediate District.

A REASON FOR SPECIAL EDUCATION

"I must regard other life than my own with reverence, for I shall know that it longs for fullness and development as deeply as I do myself. Therefore I see that evil is what annihilates, hampers, or hinders life. Goodness, by the same token, is saving or helping life, enabling of whatever life I can influence, to obtain its highest development."--Albert Schweitzer

DID YOU KNOW IT IS AVAILABLE

The Preliminary State Plan for the implementation of P.A. 198 of 1971 is now available. This document includes the procedures and the timetable for planning for the delivery of special education programs and supportive services to handicapped persons, age 0 to 25, in Michigan. For more information contact your local Director of Special Education or write to the Div. of Spec. Ed., Dept. of Ed. Lansing, Mich. 48902
Learning Through Activities (Secondary Programming for Educable Mentally Handicapped) This final report of the Institute on Secondary Programming for E.M.H. contains behavioral goals for secondary schools. For more information contact: Mr. Herman Dick, Oakland Schools, 2100 Pontiac Lake Rd., Pontiac, Mich. 48054
The Common Goals of Michigan Education (Tentative) Available through Div. Spec. Ed., Mich. Dept. of Ed. Lansing, Mich. 48902
Health Occupations for the Handicapped: This final report of the Occupations Education Institute contains the opening address by Marvin Beekman: Student program and materials evaluations procedures as well as many suggestions for developing vocational programs in the health occupations. Available from Div. Spec. Ed. Dept. of Ed. Lansing, Michigan 48902

SPECIAL NOTE:

Carl Reiner, noted director and actor, recently narrated an hour long TV expose' on the plight of the hyperactive child on KNBC-TV beamed to a Southern California audience. IN A CLASS...ALL BY HIMSELF, directed by Mike Gavin is a forceful drama examining the total situation from lack of recognition and early treatment to accepted and controversial methods of treating hyperkinetic children. The film also examined the most dangerous myth associated with the baffling ailment; the myth that children "outgrow" the problem. Evidence has been accumulated that links untreated minimal brain dysfunction with alcoholism, juvenile delinquency, adult criminal behavior and failure in general. NBC has indicated that IF ENOUGH REQUESTS COME IN from other parts of the country they will consider showing this great program nationally. So...if you would like to have, IN A CLASS...ALL BY HIMSELF shown in your community write to NBC, Attn: Mike Gavin, 3000 W. Alameda Ave., Burbank, California 91505

NEWSLETTER

CENTRAL

OHIO

INSTRUCTIONAL

ESOURCE

&

ATERIALS

ENTER

NOVEMBER - 1971

VOLUME II No. 2

Retrospect

The three-phase in-service training program which was planned by eleven school districts for teachers and administrators was successfully implemented over the past two months. A special thanks to each and everyone who worked so diligently to make it a success. The third and final phase of that in-service training program will be held December 1, from 1:30 to 4:00 at Eastland Vocational School. The services of Dr. Don Smith, professor at Wayne State College, Detroit, Michigan, has been acquired to speak on "Parent Counseling."

A hearty thanks to Mrs. Margaret Hyatt, an EMR intermediate teacher from South-Western City Schools who shared her teacher-made materials with classroom teachers in Madison and Union Counties.

IRMC Notes

When returning materials to the IRMC by mail or school mail, please enclose your name and school district.

THE IRMC WILL BE CLOSED FROM DECEMBER 6, 1971 TO JANUARY 3, 1972.

USOE/MSU Regional Instructional Materials Center

Sesame Street - One of the most popular children's series in television history will soon be the subject of a new newspaper comic strip. The Sesame Street comic feature, like the television program, will be produced by the Children's Television Workshop. The first release of the series distributed by King Features Syndicate will be November 15. King Features Syndicate reported that the comic strip is designed to teach young children sizes, shapes, numbers, letters of the alphabet and concepts that are covered in the TV series, and in such a humorous manner that it will appeal to the entire family.

Peg City expands the child's imagination and allows him to see spatial relationships, categorizing colors and shapes, and comparing relative sizes. The program is available from Educational Playsystems, Inc., 200 Fifth Avenue, New York, New York 10010.

Dear Colleague:

One of the objectives of the Special Education Regional Learning and Media Services is to provide information for your reference on various professional and child use materials and publications.

It is hoped that this objective is one that will be viewed by you as appropriate and helpful to you as a professional involved in public school education.

In pursuit of this objective it is the intent of the SERLMS to disseminate INFORMATION BULLETINS to assist you in keeping abreast of available products. Attached you will find such a bulletin. In the upper right hand corner you will see a notation of either "PROFESSIONAL" or "CHILD". The attempt is to categorize the bulletin content according to 1) information which you may be interested in for your own professional reasons, or 2) information on products that can be used directly with the child. This rough sorting may not be entirely satisfactory. Hopefully, it will be of some "filing" or "reference" benefit. If you have any suggestions for modifying this categorization procedure or adding specific information about a product, please share them with us.

In the left margin of the bulletin beside each product description is an area in which the source of the description is indicated. Only two references per sheet have been included to facilitate clipping and filing. Any product information you may wish to share with your colleagues through this bulletin would be much appreciated.

Sincerely,

Ben Herbert

Ben Herbert, Director
Special Education Regional Learning
and Media Services

Please complete this section and forward it to:

Special Education Regional Learning and Media Services
2630 West Howell Road
Mason, Michigan 48854

This appears to be a service I can use:
- ☐ Yes
- ☐ No

My position:
- ☐ Classroom Teacher
- ☐ Itinerant Teacher
- ☐ Consultative
- ☐ Supervisory
- ☐ Administrative

Educational area:
- ☐ General Education
- ☐ Special Education
- ☐ Other ______________________________

Comments: ______________________________

PROFESSIONAL

Special Children, Vol. I, No. I, American Association of Special Educators

Available: For information on how to subscribe write: Price: $7.00 per year
American Association of Special Educators
107-20 125th Street
Richmond Hill, New York 11419

Great Lakes
Region
SEIMC

A complete directory of facilities for special children, for both parents and professionals of the handicapped, which lists and describes many facilities available to the exceptional child, such as: public and private schools, day care centers, diagnostic and treatment centers, workshops. The major thrust of this publication will be to give support and counseling to parents who have special children. A subscription consists of three issues and supplement per year.

PROFESSIONAL

Target On Language, Christ Church Child Center

Available: Christ Child Center
8011 Old Georgetown Road
Bethesda, Maryland 20014

Great Lakes
Region
SEIMC

This book, which can be used as an aide for the speech clinician and teachers under the direction of a speech clinician, offers 700 activities in two sections. One section pertains to curriculum areas and the other offers specific lessons for each test subcategory in the Illinois Test of Psycholinguistic Activities (ITPA).

TEACHER-TRAINING NEWS

Regional Instructional Materials Center For Handicapped Children and Youth
213 Erickson Hall Michigan State University East Lansing, Michigan 48823
Phone: (517) 353-7810

Vol. I, No. 1 April, 1972

GREETINGS, TEACHER-TRAINERS

This is the first issue of *Teacher-Training News*, a bimonthly news publication designed to serve professionals directly involved in teacher-training activities. Our objective is to provide information about books, articles, research studies, conventions and materials directly applicable to trainers.

Teacher-Training News will be published through May with a summer recess and begin again in September, 1972.

Starting with the second issue of *Teacher-Training News*, a "Reader Reply Card" will be included to assist the reader in easily obtaining materials developed by the RIMC.

You can assist in determining the content of *Teacher-Training News* by supplying us with information you would like disseminated to teacher-trainers in Indiana, Ohio and Michigan.

Send news to:

Karen Moon, Editor
RIMC Teacher-Training News
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

If you wish to be included on our mailing list please mail the enclosed form to the RIMC.

UCLA DEVELOPS EVALUATION WORKSHOP

UCLA's Center for the Study of Evaluation recently developed an "Evaluation Workshop." The two-day training program provides a systematic orientation to evaluation procedures and difficulties. The workshop is available for groups of 24 to 100 at a cost of $50 per person. The cost includes two days of instruction by an Evaluation Consultant and all of the materials. For additional information contact: Richard Seligam, Associate Director, Center for Study of Evaluation, U.C.L.A. Graduate School of Education, Los Angeles, California 90024.

"DS LETTER" AVAILABLE

A newsletter is available free from Didactic Systems, Inc. called the *DS Letter*. It features information on training and the use of games and simulations to facilitate learning. To obtain the newsletter write: Didactic Systems, Inc., 6 North Union Avenue, Cranford, New Jersey 07016.

*Member - Special Education RIMC Network - Bureau of Education for the Handicapped - U.S. Office of Education An Equal Opportunity Employer

PUBLICATION AIDS TRAINERS

Interested in keeping up to date on training concerns and media that can be used to support training? The monthly magazine, *Training in Business and Industry*, is a good beginning. The articles relate primarily to industrial training but there are applications to teacher-training. Their reader service card will help you keep abreast of the latest in instructional technology. Subscriptions are $10/year. Write: Gellert Publishing Corp., 33 West 60th Street, New York, New York 10023.

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TEACHER-TRAINING NEWS

Regional Instructional Materials Center For Handicapped Children and Youth

213 Erickson Hall   Michigan State University   East Lansing, Michigan 48823
Phone: (517) 353-7810

Yes, I am actively involved in teacher-training and teacher workshops and would like to be included on the mailing list to receive *Teacher-Training News:*

name ________________ position ________________

street & city ________________ state ________________ zip ________________

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USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

213 Erickson Hall   Michigan State University   East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

September 25, 1973

MEMORANDUM

TO: Sue

FROM: Joe

SUBJECT: Teacher Training News

Since we are no longer directly involved with the development of teacher training materials this year, I've made a decision to move out from under the TTN leadership. I think this decision is a rather obvious one.

Based on our evaluation of TTN, however, it looks like it was a winner with our subscribers! I thought you might want to consider the efficacy of continuing TTN as a part of the Field Services effort, or, you might want to ask Kentucky to take over since teacher training is their bag!

Let me know if I can help in the decision.

cc: Lou

*Member — Special Education Network — Bureau of Education for the Handicapped — U.S. Office of Education — An Equal Opportunity Employer

TEACHER TRAINING NEWS
EVALUATION DATA

Total number of questionnaires sent: 106

Number of responses received: 50 (47%)

1. What percentage of the information in Teacher Training News is directly applicable to your job?

100%	10
80%	24
50%	10
20%	6
0%	0

2. What do you do with the information from Teacher Training News?

Share with teachers	30
Share with teacher trainers	28
Use for my own improvement	35
Don't use it	1
Other	
Share with staff	5
Order suggested items	1
Use to update training bibliography	1
Students	1

3. Have you ever pursued any of the items mentioned in Teacher Training News?

Yes, written to Regional SEIMC	35
Yes, written to producer	37
No	3
Other	0

4. Rate the overall value of Teacher Training News:

Very valuable	25
Valuable	22
Somewhat valuable	3
Not valuable	0

5. What other sources do you use for receiving information about teacher training materials and procedures?

Curriculum Resource Consultants	1
State IMCs	3
Regional SEIMCs	3
Local IRC	1
State departments	1
Professional magazines	9
Journal of Learning Disabilities	1
Teaching Exceptional Children	2
CANHC	1
Newsletters	3
Word of mouth	4
Advertising	3
In-service	1
Universities	1

Comments:

- Please continue!
- Keep it coming!
- Would not like to do without your Teacher Training News. It provides a lot in a little space consistently.
- Appreciate its regularity, simplicity, and directness.
- Keep it up! Encourage more ideas from the field--i.e., teachers, professors, etc.
- This is a valuable publication but its audience is too limited. It should also be sent to those teacher trainers that the local IMCs have trained, not just those trained by MSU/IMC.
- Teacher Training News has helped us identify many excellent materials now in use throughout our learning resources system.
- The Louisiana State Department of Education is just moving into a more systematic approach to teacher-training from a state department level--I'm starting to use your publication.
- We have really appreciated getting Teacher Training News and have really utilized it. Thank you.
- You people do an excellent job. I always gain from an educational contact with you.
- Excellent.

Field Services Bulletin

Special Education IMC Network

Vol. I, No. 1

February, 1973

BRIDGING THE GAP

Greetings, fellow Field Services Coordinators! This is the first issue of an attempt to improve communications among Regional Field Services Coordinators! For years we have felt the need to get together to share and to exchange ideas -- this Bulletin, if you contribute to it, should bridge the gap somewhat. Please indicate on the enclosed card the kinds of information you want to be included in this publication. Remember, IT'S UP TO YOU!

PROCEDURES MANUAL FOR ASEIMCs

The *Procedures Manual For The Development And Maintenance Of Associate SEIMCs* is being printed and will be presented to the Directors at the March 5, 6, and 7 work session at Dallas. This manual was compiled by several Field Services Coordinators and is intended to be used as a resource material by regional Field Services Coordinators. Each regional center will receive one copy - parts may be reproduced and disseminated to meet individual needs.

The Field Services Coordinator's committee will be anxious to receive your reactions and suggestions for improvement!

TRAINING RESOURCES

Larry Masat, Kentucky, has compiled a rather comprehensive list of commercially-produced, RIMC-produced, and individually-produced materials which are available to assist RIMC staff in training associate center personnel.

IMC/RMC INTERNS

The IMC/RMC Network Office has offered four two-month internships for the purpose of providing participants with an opportunity to interact with governmental and non-governmental decision-makers who are involved in the development and nuturing of the SEIMC/RMC Network. Interns will also have the opportunity to gather first-hand knowledge of related projects such as the National Media Center; CEC-ERIC; Regional Resource Centers; etc. Each intern will be involved in an individual project which he will investigate and develop as a function of his internship.

Those accepted as interns and dates of internship are:

Jonathon Curtis - Southwest RMC - January and February

Bruce Weston - California SEIMC - March and April

Wayne Lance - Northwest SEIMC - May and June

Sue Ann Yovanovich - Michigan SEIMC - May and June

USOE/MSU REGIONAL
INSTRUCTIONAL MATERIALS CENTER FOR
HANDICAPPED CHILDREN AND YOUTH
213 ERICKSON HALL
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48823
(517) 353-7810

Editor: Sue Ann Yovanovich
Field Services Coordinator

ASEIMC REGIONAL CONFERENCES

IMCSE

Dick Grenda, California, held his regional conference November 8 - 10. In keeping with the theme, "Putting It All Together," associate SEIMC personnel were exposed to various activities relating to the development of associate centers. Participants were involved in discussions and/or activities related to various projects, such as CBRU, a microfiche system for the associate network, national SEIMC/RMC Network, evaluation models, proposal writing, agreement proposals for the associate network, IMC/RMC Network products, and many other related issues.

USOE/MSU RIMC/HCY

Michigan's TRI-STATE LEADERSHIP WORKSHOP is scheduled for March 22 - 23. One idea which is being "kicked around" by the staff is that of holding on-going simultaneous sessions which would enable the participants to choose the session(s) he wishes to attend; also an "option" room will be set up which would include several training materials which the participants can investigate. Participants will be required to attend a minimum of five (5) of the 15 planned sessions including at least one on evaluation.

SHARE YOUR IDEAS

Are you planning a regional conference? Do you have some "different" ideas to share? Please contact Sue so that your "sharing" can be included in the next Field Services Bulletin!!

DID YOU KNOW?

....The Association for Special Education Technology (ASET) became a national affiliate of the Association for Educational Communications and Technology (AECT) last April. Annual dues are $5.00. The June membership report showed that only 2 Field Services Coordinators have joined!!! Let's get with it gang!

....State Directors of Special Education are represented on the SEIMC/RMC Network Ad Hoc Advisory Committee. The report of their January 8 meeting should be of interest to you -- it gives some insights into the feelings of the state directors regarding SEIMC/RMC services. This should be of value to you as you write your strategies for next year.

....The annual SEIMC/RMC Happening in Dallas is scheduled for Thursday, April 26 from 5:30 - 7:00 pm. Pass the word to your ASEIMC and state department personnel.

USOE/MSU
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*CHILDREN
AND YOUTH

213 Erickson Hall Michigan State University East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

THE COLLECTOR'S BAG

These materials have been developed by
Northwest Regional Program for Deaf-Blind
Vancouver, Washington
and are being distributed as a service of your Regional Instructional Materials Center.

*Member – Special Education Network – Bureau of Education for the Handicapped – U S Office of Education – An Equal Opportunity Employer

EDUCATIONAL FILMS USED WITH DEAF-BLIND

NORTHWEST REGIONAL
PROGRAM for
DEAF-BLIND

VANCOUVER, WASHINGTON

1971-72

AN E.S.E.A. TITLE VI-C ACTIVITY

FOREWARD

This publication is distributed by the Northwest Regional Center for Deaf-Blind Children for two reasons: (1) To encourage everyone to acquaint themselves with the services offered through Regional Special Education Instructional Materials Centers, and (2) to make available a list of films which readers of our newsletter, "Deaf-Blind Vibrations" in the past two years have suggested as being helpful in working with deaf-blind children.

For the Instructional Center in your area, check with your Special Education Director in your local school; the State Department of Special Education; residential schools for the handicapped; the college or university near you.

This list of films presented here is by no means complete or final. It is expected that interested persons who find this list useful to them will offer suggestions and assist in revising the list often, if such revision seems necessary.

Please contact the Instructional Center directly for those films listed that do not have a mailing address.

You will note also that audio-tape recordings, which are fast becoming popular and have frequently been mentioned in the newsletter are not listed here. Most of the Regional Deaf-Blind Coordinating Offices have tapes to loan. For your convenience, the addresses of the Regional Coordinating Offices have been included in this publication so that you may submit your requests directly to them.

Our appreciation goes to the U. S. Office of Education, Bureau of Education for the Handicapped (E.S.E.A., Title VI, Part C) the schools, the agencies and the many persons residing in the Northwest area whose support of service for our deaf-blind children has made this and other activities of the Northwest Regional Deaf-Blind Program possible.

Correspondence regarding this publication should be forwarded to:

"Deaf-Blind Vibrations"
Northwest Regional Center for Deaf-Blind Children
P. O. Box 1865
Vancouver, Washington 98663

Dr. Marvin Bruno, Project Director
Mr. Paul Starkovich, Coordinator

FILM LIST

"Children of the Silent Night", Saxtons River, Vermont. Campbell Films (Distributor). Motion picture, 16mm, sound, color, 27 minutes. Loaned free to interested groups. Purchase price, $190.00.

A documentary film showing how deaf-blind children are educated and how they learn to communicate and to know the world around them. The setting is the world-famous Deaf-Blind Department of the Perkins School for the Blind in Watertown, Massachusetts. The film demonstrates what it means for a child to be both deaf and blind. It shows the specific techniques that are used in building speech.

"Legacy of Anne Sullivan", Saxtons River, Vermont. Campbell Films (Distributor). Motion picture, 16mm, sound, color, 28 minutes. Available free on a limited loan basis. Purchase price, $195.00.

A new film showing the work being done with both children and adults to overcome the handicap of deaf-blindness. Specific techniques of teaching and rehabilitation are demonstrated. The film shows how the work being done in this country today stems from the pioneering work by Anne Sullivan with Helen Keller.

"Speech Instruction with a Deaf-Blind Pupil (No. 1)", Saxtons River, Vermont. Campbell Films (Distributor). Motion picture, 16mm, sound, color, six minutes. Two-day rental, $5.00. Purchase price, $65.00.

The film shows Mrs. Rose Vivian, Principal of the Department for Deaf-Blind Children at the Perkins School, as she works with one child in tactile lip reading. It deals with the pronunciation of one word and the teacher's efforts with a child who can neither see nor hear. The film demonstrates the effort required by the pupil to reproduce the vibration of the teacher's voice with clarity.

"There Is a Silver Lining", Saxtons River, Vermont. Campbell Films (Distributor). Motion picture, 16mm, black and white, 13 minutes. Loaned free to interested groups.

A film made several years ago by The Industrial Home for the Blind, Brooklyn, New York. It pictures deaf-blind adults taking part in various activities and shows the methods they use for communication.

"A Day With Debbie", Washington State School for the Blind, Vancouver, Washington (Distributor). 16mm film, color, sound, 20 minutes. Loaned free, could be purchased.

Presents a typical day in the school life of an eleven-year-old girl both deaf and blind since birth.

"Tell Me Where to Turn" (16mm, sound, color, 26-1/2 minutes, cleared for television). Public Affairs Committee, 381 Park Avenue South, New York, New York.

This film presents a documentary story of how an information and referral service in a community guides people in trouble to the agency that can help them with their problems. The film promotes interest in strengthening an existing service or initiating a service where none presently exists.

The film shows vignettes of seven people in need of help but who are afraid of asking, or who fail to ask for the right thing at the right place. In telling their stories, the film makes these points: Information and Referral Service is the one number to call for information about all services available in the community, and for referral to the agency that can help meet a specific need; a trained social worker learns to listen between the lines to bring together people with problems and people whose job and desire is to help; this service helps to identify gaps in the community's network of services to suggest how to fulfill unmet needs.

There are direct and indirect implications and applications for those concerned with physical education, recreation, and other activity programs for the handicapped.

"After Tarawa: The Criss Cole Story"

This 16mm, sound-color documentary film interprets the purposes, objectives and philosophy of rehabilitation by focusing upon one of America's outstanding handicapped citizens, Criss Cole of Houston, Texas.

Presently a district judge in Harris County, Cole lost his sight during combat as a Marine in World War II. His long career of public service includes an outstanding legislative record as a member of the Texas House of Representatives and later as a state senator. Noted for his sponsorship of progressive legislation relating to the handicapped, Cole has a deep insight into the problems of disabled citizens and advocates constructive, pragmatic approaches for dealing with these problems.

This film is designed to inform laymen of the special problems and needs of handicapped citizens, to give professional workers additional perspective, and to stimulate the vocational aspirations of handicapped individuals.

Produced through the cooperation of the Texas State Commission for the Blind, the Veterans Administration and the Rehabilitation Services Administration, the film is about 22 minutes in length and is available on loan without cost.

To reserve the film, or to obtain additional information, contact:

Burt L. Risley, Executive Director
Texas State Commission for the Blind
Post Office Box 12866, Capitol Station
Austin, Texas 78711
Telephone: (512) 475-3811

"Physical Education: Lever to Learning", 16mm, sound, color, 20 minutes. (Mentally Retarded Children, Educable).

Emphasis is upon the use of wholesome, vigorous physical activity as a medium for motivating and challenging the mentally retarded to improved performance and in stimulating his total growth and development.

"Time Is For Taking", 16mm, sound, color, 23 minutes. (Mentally Retarded Children).

This is a broad film focusing on Camp Kentan, a residential camp for the mentally retarded in Middleburg, Virginia, which was sponsored by the Northern Virginia Association for Retarded Children. The film uses actual events as they happened in the everyday camp situations to provide a realistic insight into the world of the retarded child.

"I. Q. -- Questionable Criterion", 16mm, sound, color, 13 minutes. (Special Education - Diagnosis).

The prevalent procedure found in most school systems is to diagnose and classify children on the basis of a single test score, the I. Q. The fallacies and problems arising from placing students on the basis of a single criterion measure are examined.

"Aids For Teaching The Mentally Retarded", 16mm, sound, color, 38-1/2 minutes. (Mentally Retarded Children).

This series was developed to help fill deficiencies of resources available for in-service training in the field of mental retardation. The films were taken at Laradon Hall School for Exceptional Children, Denver, Colorado, to show the functional teaching approach that stresses gradualism in instruction, transition from one activity to another, and the initial object-orientation from which abstraction may follow.

"Community And The Exceptional Child", 16mm, sound, black and white, 29 minutes. (Special Education - Exceptional Children)

Examines the role of the community in helping the exceptional child achieve the maximum of his potentiality. Dr. G. Orville Johnson discusses the many agencies in the community which contribute to the growth and development of exceptional children.

"Mentally Retarded: Trainable", 16mm, sound, black and white, 29 minutes. (Mentally Retarded Children, Trainable).

Discusses the special problems of the severely mentally retarded child. Illustrates the relationship of these children to their families and neighbors. Describes the use of private and public day schools and their objectives.

"Mentally Handicapped: Educable", 16mm, sound, black and white, 29 minutes. (Mentally Handicapped, Educable).

Discusses the special problems of children who are mentally handicapped but educable. Explains who they are, the problems they face in the community and the school, and what can be done to help them.

"Visually Handicapped Child: The Partially Sighted", 16mm, sound, black and white, 29 minutes. (Visually Handicapped).

Discusses the special problems of the child with defective vision. Points out the many degrees of partially-sightedness and the implications of each. Stresses the importance of the home, school and community in providing proper development for these children.

"Visually Handicapped Child: The Blind", 16mm, sound, black and white, 29 minutes. (Visually Handicapped).

Discusses the special problems encountered by the child who is blind. Explains the care and understanding needed for the blind child to develop and participate in the relationships of life. Stresses the importance of the home and special training in helping the blind.

"Auditorially Handicapped Child: The Deaf", 16mm, sound, black and white, 29 minutes. (Auditorially Handicapped).

Discusses the special problems confronting the child who is deaf. Defines deafness as the inability to hear speech. Shows many of the techniques used in teaching the deaf.

"Speech Disorders: Physical Handicapped", 16mm, sound, black and white, 29 minutes. (Speech Handicapped).

Discusses the special problems confronting the child with a speech handicap. Points out the various kinds of speech handicaps and their causes. Explains the importance of early diagnosis and cooperation on the part of the doctor, parents, and speech therapists.

"Speech Disorders: Stuttering", 16mm, sound, black and white, 29 minutes. (Speech Handicapped)

Discusses the special problems faced by the child who stutters. Interviews several children with this speech handicap who explain methods they use to overcome their difficulty.

"Bright Boy -- Bad Scholar", 16mm, sound, black and white, 25 minutes. (Special Education - Learning Disabilities).

Dr. Sam Rabinowitz discusses the theory and practice involved in the program of the Learning Clinic affiliated with the Montreal (Canada) Children's Hospital. Emphasis is upon the variety of skills and abilities necessary to learn and upon the many facets that make up the "intelligence" of an individual. The importance of shape discrimination, eye mobility, and left-right relationships is discussed in terms of their importance in learning to read; physical coordination is shown to be basic in learning to write.

"What Finer Purpose -- Rehabilitation: The Science And The Art", 16mm, sound, black and white, 12-1/2 minutes. (Physically Handicapped).

Dramatically portrays how many professions work together in enabling the physically and emotionally handicapped to achieve useful, productive lives.

"What Finer Purpose -- The Job", 16mm, sound, black and white, 11-1/2 minutes. (Physically Handicapped)

Traces of the vocational evaluation, training, counseling and placement of the handicapped that lead them out of dependency and into the world of self sufficiency.

"What Finer Purpose — The Mind", 16mm, sound, black and white, 10-1/2 minutes. (Physically Handicapped).

Explores the modern techniques of psychosocial rehabilitation which help the physically and emotionally disabled to cope successfully with their environments.

"What Finer Purpose -- The Body", 16mm, sound, black and white, 44-1/2 minutes. (Physically Handicapped)

Presents the modern medical rehabilitation services that build the physical capabilities of a handicapped human being to the optimal level he is capable of reaching.

"Child Behind The Wall", 16mm, sound, black and white, 30 minutes. (Emotionally Disturbed Children).

Using documentary techniques, the film explores the need for proper facilities and trained personnel for emotionally disturbed children. The film features a case study of a child actually undergoing treatment at the Child Study Center of the Institute of Pennsylvania Hospital, Philadelphia.

"Teaching A Child To Talk", 16mm, sound, color, 20 minutes. (Speech Impaired Children).

A film highlighting the relations between speech development and parental verbal stimulus and reinforcement. It shows early language development and demonstrates technique for aiding the child to talk.

"Crime Under Twenty-One", 16mm, sound, black and white, 30 minutes. (Socially-Emotionally Disturbed).

Concentrates on criminal behavior committed by teen-agers. Points out that juvenile delinquency may be over-exaggerated. Shows how improvements in statistics, reporting, and apprehension influence the total picture of teen-age crime.

"Individual Differences: Introduction", 16mm, sound, black and white, 29 minutes. (Special Education - Exceptional Children).

Established the frame of reference for the remaining programs in the series. Explains that individual differences in children occur in physical, mental, and emotional growth and development. Describes and illustrates the special and dynamic problems of the exceptional child.

"Cerebral Palsied Child", 16mm, sound, black and white, 29 minutes. (Cerebral Palsy).

Discusses the special and dynamic problems faced by the child with cerebral palsy. Defines cerebral palsy and explains how physical disability, psychological problems, mental sub-normality, and the great number of clinical types add to the complexity of this affliction.

"Crippled Child", 16mm, sound, black and white, 29 minutes. (Physically Handicapped - Crippled).

Discusses the special problems confronting the crippled child. Points out the importance of early diagnosis, counseling, and special services. Explains the difficulties in solving the social and physical needs of the crippled child.

"Mentally Ill: Treatment Of Children", 16mm, sound, black and white, 29 minutes. (Emotionally Disturbed).

Presents the story of an emotionally disturbed boy and his rehabilitation. Portrays the home situation which provoked the boy's illness, his reaction to it, and his antagonism toward the world which leads him into juvenile delinquency.

"Susie's Small World", 16mm, sound, black and white, 13 minutes. (Cerebral Palsy).

Two years in the making, film shows a little cerebral palsy victims's determination to walk. Susie's learning process at an Easter Seal center is slow, and there are heartbreaking setbacks.

"Reach For Tomorrow", 16mm, sound, black and white, 26 minutes. (Physically Handicapped - Crippled).

Shows broad scope of care and treatment available through Easter Seal treatment centers nationwide. Film tells human interest stories of how Easter Seal services helped rehabilitate five people--a child being treated by itinerant therapists, a double arm amputee, a cerebral palsied child, a boy accident victim and a handicapped housewife.

"Stop - Danger", 16mm, sound, color, 14-1/2 minutes. (Crippled - Other Health Impaired).

Winner of the National Committee on Films for Safety Award, the film catches the deadly threats to the lives and health of the young in the most dangerous place in America today -- the home.

"Marijuana", 16mm, sound, color, 34 minutes. (Emotionally Disburbed).

At an after-school teenage marijuana party, the police arrive and arrest the group. As they are being led to the patrol cars, they angrily address their remarks to the camera. Their remarks carry the most common challenges and arguments in behalf of marijuana and give the film its targets for reply.

With the help of the film's guide, Sonny Bono (familiar to teenagers as Sonny of Sonny and Cher), the film then examines reasons some teenagers give for smoking "pot" and rationally exposes these reasons for what they are.

There are also interviews from throughout the country in which teenagers present their frank and disturbing reasons for rejecting the adult world's expected behavior norms for teenagers. For balance, the film then asks opinions from among the vast majority of teenagers who do not take drugs.

All arguments for and against the use of marijuana are presented objectively and unemotionally. The accumulation of honest argument is allowed to speak for itself. In a summation, Sonny leaves the choice to the viewer with the adjuration that the world will eventually be their establishment and that they will be held responsible for answers to the very questions they bring up now.

"Your Amazing Mind", 16mm, sound, color, 15 minutes. (Drug Abuse).

A story about teenagers and drug abuse of "speed", glue, marijuana and LSD.

"Testing Multiple Handicapped Children", 16mm, sound, black and white, 30 minutes. (Multiple Handicapped).

Demonstrates a technique for evaluating children with multiple disabilities developed by Miss Elsa Haeussermann, Educational Consultant of Brooklyn Jewish Hospital.

"Give Them A Chance", 16mm, sound, black and white, 12 minutes.

Typical day in a special education class (chronological ages 7 - 13, mental ages 3 - 9), showing characteristic activities and teaching techniques. Filmed at a public school in Pennsylvania.

"Three Years Later: A Developmental Study of Retarded Children", 16mm, sound, black and white, 38 minutes. (Mentally Retarded Children).

This film is a follow-up study of six mildly retarded boys who attended the preschool of the Mental Development Center. The children are introduced in the movie when they were in the preschool with ages ranging from five through seven years. The film demonstrates growth and development in the boys three years later during a special summer program for educable retarded.

"One And Two And Three", 16mm, sound, color, 15 minutes. (Mentally Retarded Children).

Two 7-1/2 minute units on one reel permit this slow-paced film to be repeated, in order that young mentally retarded children may learn counting, colors, and vocabulary. Mary, 6, tells Bill, 12, about her pets and the animals she tends on the farm--one horse, two cats, three pigs and three baby chicks. The children sing a counting song, which students, too, may sing as a reward for their progress. The film is also suitable for a unit on farm animals.

"Happiness Is State of Mind", 16mm, sound, color, 21-1/2 minutes.

A film dramatically presenting the rehabilitation service program available to the blind and visually handicapped--was shot at the AEB Rehabilitation Center in Little Rock, and features Roy Rogers of Hollywood as narrator. Persons appearing in the film are AEB trainees and staff.

The film attempts to portray some of the values that a residential rehabilitation training program offers. It also explains how government and private agencies may combine their resources and efforts in meeting the needs of blind persons.

This film will be of interest to both lay and professional personnel. It is available without cost. For further information, or to reserve a date, contact:

Mrs. Virgena Robinson
Information Office
Arkansas Enterprises for the Blind
2811 Fair Park Blvd.
Little Rock, Arkansas 72204

Telephone (501) 664-7100, Ext. 26

"Genesis", 16mm, sound, color, 25 minutes.

Teaches how to train basic self-help skills...dressing...eating... toileting. These behavior modification techniques demonstrated in this film are based on well-established principles of learning and have been used successfully in many settings.

To insure success with Genesis, the viewer can be an active participant by using available Self-Instructional Guide Sheets which are outlined step by step for teaching the behaviors illustrated in this film. Cost: 50¢ per packet.

Rental $20.00 per day. Single print purchase $200.00. Send order to:

Hallmark Films and Recordings, Inc.
1511 East North Avenue
Baltimore, Maryland 21213

AREA CENTERS FOR SERVICES TO DEAF-BLIND CHILDREN

FUNDED BY

THE BUREAU OF EDUCATION FOR THE HANDICAPPED

Area Centers	Area Served
Southeast Regional Center for Deaf-Blind Children c/o Alabama Institite for Deaf and Blind Box 268 Talladega, Alabama 35160	Alabama Tennessee Georgia Florida Kentucky Mississippi
Southwestern Region Deaf-Blind Center c/o California State Dept. of Education 721 Capitol Mall Sacramento, California 95814	California Nevada Arizona Hawaii
Mountain-Plains Regional Center for Services to Deaf-Blind Children 1346 Lincoln Street Denver, Colorado 80203	Colorado Utah Nebraska Kansas New Mexico Wyoming
New England Center for the Education of Deaf-Blind Children c/o Perkins School for the Blind Watertown, Massachusetts 02172	Massachusetts Maine New Hampshire Vermont Connecticut Rhode Island
Midwest Regional Center for Services to Deaf-Blind Children c/o Michigan School for the Blind 715 Willow Street Lansing, Michigan 48906	Michigan Wisconsin Illinois Indiana Ohio
Centers and Services for Deaf-Blind Children c/o Department of Public Welfare Centennial Office Building St. Paul, Minnesota 55101	Minnesota Iowa Missouri North Dakota South Dakota
Area Center for Services to Deaf-Blind Children c/o The New York Institute for the Education of the Blind 999 Pellham Parkway Bronx, New York 10469	New York New Jersey Pennsylvania Delaware

AREA CENTERS FOR SERVICES TO DEAF-BLIND CHILDREN (Continued)

Area Centers	Area Served
Regional Center for Deaf-Blind Children c/o North Carolina Department of Public Instruction Education Building Raleigh, North Carolina 27602	North Carolina South Carolina Virginia West Virginia Maryland District of Columbia
Area Center for Services to Deaf-Blind Children c/o Callier Hearing and Speech Center 1966 Inwood Road Dallas, Texas 75235	Texas Arkansas Louisiana Oklahoma
Northwest Regional Center for Deaf-Blind Children c/o Washington State School for the Blind P. O. Box 1865 Vancouver, Washington 98663	Washington Oregon Alaska Idaho Montana

MATERIALS FROM THE INFORMATION RETRIEVAL SYSTEM

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823
Cooperating With State Departments of Education in Michigan Indiana Ohio

SAMPLE PRINTOUT

OF THE

Basic Indexing and Retrieval System (BIRS)

to illustrate a typical search request.

Request: "I would appreciate any help in planning a curriculum for trainables in the area of homemaking at the primary level."

Possible answers on following pages.

The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

* Member Instructional Materials Network for Handicapped Children and Youth – U.S. Office of Education – Bureau of Education for the Handicapped

(TRAINABLE).AND.(HOMEMAKING.OR.ECONOMICS).AND.(PRIMARY.OR.ELEMENTARY)

ABSTRACT NO. 748

*LEARNER, JOSEPH *A SUGGESTED CURRICULUM GUIDE FOR SEVERELY MENTALLY RETARDED CHILDREN IN THE PUBLIC SCHOOL *CALIFORNIA KERN CO. SCHOOLS
* C 1964 * 57-P. *D0748 *MR *HCY-IMC

*CONTENT EDUCATION FOR THE MENTALLY RETARDED CHILD SHOULD PROVIDE EXPERIENCES THAT WILL MEET HIS PRESENT NEEDS FOR SUCCESS AND A FEELING OF WORTH, AS WELL AS PREPARE HIM FOR THE FUTURE. THE CHILD HAS A RIGHT TO A PROGRAM OF EDUCATION AND TRAINING IN KEEPING WITH HIS INDIVIDUAL POTENTIAL. IT IS UPON THIS PHILOSOPHY THAT THIS CURRICULUM GUIDE IS BASED. THE GUIDE BEGINS WITH A SHORT DISCUSSION OF THE MEANING OF RETARDATION, FOLLOWED BY TWELVE MISCONCEPTIONS REGARDING MENTAL RETARDATION. THE PROBLEM IS THEN DESCRIBED FOR THE KERN COUNTY SCHOOLS, INCLUDING THE GENERAL OBJECTIVES WITH LEGAL ASPECTS AND IMPLICATIONS, SELECTION OF CHILDREN FOR SPECIAL TRAINING, A GUIDE FOR REFERRAL OF CHILDREN TO BE EXAMINED FOR SPECIAL EDUCATION, INCLUDING FORMS USED. THE PLACEMENT PROCEDURE IS THEN OUTLINED WITH INFORMATION ON THE GROUPING OF THE CHILDREN, TEACHER-FAMILY RELATIONS, SCHOOL AND COMMUNITY RELATIONS, EVALUATION FORMS FOR REPORTING THE CHILDS PROGRESS WITH THE FORMS USED, ALSO INCLUDED IS A DIAGRAM OF A ROOM WHICH IS ADAPTABLE TO EITHER SINGLE OR MULTI-LEVEL PLANS OF CLASS ORGANIZATION. THE LATTER HALF OF THE BOOK IS DEVOTED TO CURRICULUM ACTIVITIES, ORGANIZED INTO NINE AREAS 1. SELF-HELP, 2. MOTOR DEVELOPMENT, 3. LANGUAGE DEVELOPMENT, 4. ACADEMIC ATTAINMENTS, 5. PERSONALITY DEVELOPMENT, 6. HEALTH, SAFETY AND PROTECTION, 7. HOMEMAKING, 8. WORKSHOP ACTIVITIES, AND 9. FINE ARTS AND RECREATIONAL ACTIVITIES. EACH AREA IS SUBDIVIDED INTO SKILLS, TECHNIQUES AND ATTITUDES, AND IS PRESENTED IN OUTLINE FORM.

*DESCRIPTORS MENTALLY, RETARDED, TRAINABLE, PRIMARY, ELEMENTARY, JUNIOR, HIGH
PROFESSIONAL
*
CHILD, DEVELOPMENT, CURRICULUM, EDUCATION, RETARDATION, RETARDED, MENTALLY, TRAINING, SPECIAL, SCHOOL, RECREATIONAL, PERSONALITY, INDIVIDUAL, EVALUATION, HOMEMAKING, TECHNIQUES, PHILOSOPHY, PLACEMENT, POTENTIAL, ATTITUDES, COMMUNITY, LANGUAGE, GROUPING, WORKSHOP, ACADEMIC, PUBLIC, SKILLS, HEALTH

(TRAINABLE).AND.(HOMEMAKING.OR.ECONOMICS).AND.(PRIMARY.OR.ELEMENTARY)

ABSTRACT NO. 1275

*SHIELD, ESMA + VALOTTO, EVELYN *ROOMS IN A HOUSE
*WESTERN PUBLISHING EDUCATION *C UNKNOWN * $67.00 FOR MANUAL AND 13 TRANSPARENCIES *A-V1275 *SE *HCY-IMC
*CONTENT THIRTEEN OVERHEAD TRANSPARENCIES ARE INCLUDED IN THIS UNIT, EACH 10 1/2 BY 12 INCHES FRAMED WITH A 7 1/2 BY 9 1/2 PICTURE, THE BRILLIANTLY COLORED SCENES ARE TITLED AS FOLLOWS: LIVING ROOM, LIVING-DINING AREA, DINING ROOM, KITCHEN, KITCHEN EQUIPMENT, KITCHEN CABINETS, BATHROOM, BATHROOM EQUIPMENT, BEDROOM, BEDROOM WITH TWIN BEDS, PARTS OF A BED, CHEST OF DRAWERS, AND BEDROOM CLOSET. A 6 BY 9 INCH LOOSE-LEAF, 108 PAGE MANUAL ACCOMPANIES THE TRANSPARENCIES. THIS UNIT IS ONE OF 8 IN AN ENTIRE PROGRAM DEVELOPED AROUND THE CHILD AND HOME LIVING. ALL ARE INCLUDED WITHIN THE RED PLASTIC MANUAL WITH LESSON PLANS, OBJECTIVES, WORD LISTS, AND ACTIVITIES.

TO DEVELOP AN UNDERSTANDING OF EACH ROOMS PURPOSES, ITS FURNITURE AND CHARACTERISTICS RELATED TO ITS FUNCTION ARE THE OBJECTIVE OF UNIT FIVE. EACH TRANSPARENCY REALISTICALLY FOCUSES ON THE ROOMS OF AN AVERAGE SOCIO-ECONOMIC HOME. THE PROGRAM CAN BE USED IN PRESCHOOL, PRIMARY AND ELEMENTARY GRADES WITH ALL SIGHTED CHILDREN.

THIS LANGUAGE DEVELOPMENT PROGRAM COULD BE USED TO STIMULATE LANGUAGE IN THE FOLLOWING SUBJECT AREAS: DAILY LIVING SKILLS, DRAMATICS HEALTH, HOME ECONOMICS, AND LANGUAGE ARTS. THE PROGRAM CAN BE ESPECIALLY USEFUL WITH THE MENTALLY RETARDED AND CAN BE ADJUSTED TO FIT BOTH EDUCABLE AND TRAINABLE LEVELS.
*DESCRIPTORS CHRONIC, ORTHOPEDIC, LEARNING, DISABILITIES, EMOTIONALLY, DISTURBED, SOCIALLY, MALADJUSTED, GIFTED, DEAF, MENTALLY, RETARDED, EDUCABLE, TRAINABLE, PARTIALLY, SEEING, SLOW, LEARNING, HOME, ECONOMICS, LANGUAGE, ARTS, SOCIAL, STUDIES, PRIMARY, ELEMENTARY, JUNIOR, HIGH, READINESS, PRESCHOOL, HEALTH, DRAMATICS, AUDIOVISUAL, AV-TRANSPARENCY

(TRAINABLE).AND.(HOMEMAKING.OR.ECONOMICS).AND.(PRIMARY.OR.ELEMENTARY)

ABSTRACT NO. 1382

*JENKINS, DAVID, * OTHERS *A RESOURCE GUIDE FOR*TEACHING TRAINABLE MENTALLY HANDICAPPED CHILDREN *ANNE ARUNDEL COUNTY, MARYLAND * C 1961 * 231-P. *CM1382 *MP *HCY-IMC
*CONTENT SEQUENTIALLY ORGANIZED, THIS GUIDE SERVES THE DUAL PURPOSE OF HELPING THE SCHOOL AND THE TEACHER ORGANIZE A PROGRAM THAT IS CONSISTENT WITH THE ABILITIES OF THE TRAINABLE MENTALLY RETARDED AND OF MEETING THEIR NEEDS FOR SELF CARE, SOCIAL ADJUSTMENT, AND ECONOMIC USEFULNESS. THE CONTENTS INCLUDE SCREENING AND ADMITTING PROCEDURES, SAMPLE ACTIVITIES AND DAILY SCHEDULES AND LESSON PLANS.

ONE SECTION HAS RESOURCE UNITS ON TOYS, PETS, HOMEMAKING, SPRING, AND A HALLOWEEN CELEBRATION. ANOTHER SECTION DEALS WITH THE DEVELOPMENT OF READINESS SKILLS, SELECTING NECESSARY EQUIPMENT, METHODS OF EVALUATING PROGRESS, WHAT A PRE-VOCATIONAL PROGRAM SHOULD INCLUDE, LEARNING TO HELP IN THE HOME, AND HOW THE SCHOOL AND HOME CAN COOPERATE IN JOB PLACEMENT. THERE IS ALSO A SECTION ON PLANNING A NURSERY PROGRAM, A BIBLIOGRAPHY FOLLOWS EACH UNIT.
*DESCRIPTORS RETARDED, TRAINABLE, HOME, ECONOMICS, READINESS, READING, VOCATIONS, PRESCHOOL, PRIMARY, ELEMENTARY, JUNIOR, HIGH, SECONDARY. CURRICULUM

Send Questions to:

Carl F. Oldsen, Librarian
USOE/MSU Regional Instructional Materials Center for
Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

For __Each__ Question Submitted, Be Sure to Include:

A. Curricular Area

B. Disability Area

C. Grade Level

Thank you.

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
CHILDREN
AND YOUTH

BROCHURE

The QUESTION/ANSWER Service of the USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth is offered at no charge in support of statewide and local in-service training programs in the field of Special Education within Indiana, Ohio and Michigan. Educators outside the three state region must direct inquiries to the appropriate instructional information center within their own geographic region.

HOW TO ASK A QUESTION:

A typical question should refer to type of material (1), curriculum or interest area (2), handicap or strength area (3), and general grade level or age group (4), for example:

> "What equipment (1) is available for use in reading (2) instruction involving visual handicaps (low-vision) (3) at the primary or elementary (4) level?"

The absence of one or more of the four categories in a question can lead to a delay in processing until correspondence establishes the missing information.

Note that the latest version of the checklist refers largely to areas of specific handicap (or strength); therefore, the user is encouraged to request information with regard to diagnosed problems, rather than by the disability category to which a student may have been assigned. Thus, for example, a question about an aurally handicapped child whose immediate problem is a learning disability can be properly put to the retrieval system.

Note also the distinction between professional and instructional materials found on the checklist.

HOW TO SUBMIT A QUESTION:

The attached checklist indicates the terms and their explanations where necessary. Use only one checklist per question. Should the checklist terms not appear to cover your question, please phrase it in your own words in the space provided.

WHERE TO MAIL A QUESTION:

Questions and other inquiries about the QUESTION/ANSWER Service should be sent to:

USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER
FOR HANDICAPPED CHILDREN AND YOUTH
(QUESTION/ANSWER SERVICE)
213 Erickson Hall
Michigan State University
EAST LANSING, MICHIGAN 48823

MUST A QUESTION BE MAILED?

Patrons may also phone in their questions to the Center Library - (517)-353-7810 - no collect calls, please.

Lansing area special educators are encouraged to visit the Center Library where a Browsing Catalog, the Shelflist and various Indexes are available for preliminary searching. The use of these tools and the immediate availability of materials can eliminate the delay inherent in a computer search.

WHEN WILL THE QUESTION BE ANSWERED?

We anticipate a nominal delay (usually ten days or less) in processing and returning your answer.

IN WHAT FORM WILL THE ANSWER BE?

The attached Abstract Explanation sheet resembles the first page of printout of a response to a question. Two sections, the bibliographic information and the abstract text, are of special importance for the user.

HOW MANY RESPONSES WILL BE RETURNED?

The total number of abstracts retrieved will depend on the amount of relevant information in the data base and the number of abstracts chosen in Section II.

Three other situations apply: the too-general question ("Send me what you have on the mentally retarded.") - is answered with a card requesting a more specific inquiry; the too-topical question ("I want information on the application of psychocybernetics to preschool level emotionally disturbed black children") - is broadened and the questioner is referred to journal indexes (such as *Current Index to Journals in Education* and *Education Index*) where such "topical" or more recent information might be found. Finally, in some cases ("What equipment has been developed especially for the gifted?") no answer is likely to exist in our data base and the question must be broadened.

LOAN POLICY

USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER

INFORMATION CENTER

MISSION:

It is the primary responsibility of the Information Center to support the materials and information needs of in-service and pre-service training programs in special education in Ohio, Indiana and Michigan.

The goal of the Information Center is to acquire and make available for examination and demonstration materials considered relevant by users and advisers to the Center's mission.

Primary emphasis is given to the central collection as a reference tool. Our loan policy is geared to provide examples of special education materials for brief loan periods, should other local or state educational agencies be unable to supply the needed items. Therefore, the first inquiry about the loan of materials should go to the appropriate state department of education coordinator or local instructional materials center found in the Special Education Address List.

HOW TO REQUEST A LOAN OF MATERIALS BY MAIL:

The following information is necessary in order that your request be fulfilled: autho title, edition/copyright date and, if known, the shelf number which is the abstract number preceded by the letters D, J, AV, E, or CM, e.g. D0748, as found in the bibliographic information of the Center's Shelflist or Indexes. A legible name and address of the borrower are also required.

HOW LONG CAN MATERIALS BE BORROWED BY MAIL?

Loan periods are fourteen days which includes to and from mailing delay. Materials are sent by first class mail and should be returned in the same way.

WHAT MATERIALS CAN BE BORROWED BY MAIL?

Documents (D), curriculum materials (CM), audio-visual materials (AV), and equipment (E), depending on their size, can be mailed to borrowers. Journals (J) cannot be mailed due to the reference nature of the materials.

HOW MANY ITEMS CAN BE BORROWED BY MAIL?

There is a limit of four items per patron.

WHAT MATERIALS CAN BE BORROWED AT THE INFORMATION CENTER CHECK-OUT DESK?

In-service and pre-service special educators may check out AV, CM, D and E materials for a period of two weeks for demonstration in classroom instructional activity.

Journals (J) are for use in the Center Library; however, they may be copied at the duplicator in the Instructional Resources Center.

Borrowers are responsible for the return of an item and all of its contents. Failure to respond to requests for the return of an item or all its contents may result in suspension of loan privileges. The borrower may also be held responsible for the replacement costs of an unreturned item plus a $2.50 processing charge.

HOW CAN MATERIALS BE OBTAINED?

Loans of materials can be effected most expeditiously by consulting first the local libraries, instructional materials centers, or the state-wide coordinator for special education. The addresses for such centers or persons in the states of Ohio, Indiana and Michigan are listed separately.

The loan policy of the USOE/MSU Regional Instructional Materials Center is explained in the LOAN POLICY sheet.

More detailed information about the sources of materials, if not locally available, can be obtained from the Publishers Index and the list of source addresses which the Center maintains; however, for only those publisher/producers from whom we have made purchases. Price information is not uniformly available.

HOW CAN I OBTAIN MORE BROCHURES?

Additional copies of the checklist and brochure will be sent on request to users within the region. Duplication of the checklist by users is permitted and encouraged. A copy of the checklist is returned with the answer abstract printout.

EVALUATION:

A User Evaluation card is included with each returned printout. Responses from users are highly valuable to us. They not only affect the day-to-day operations of the retrieval system, but also play a large role in future considerations of its continued availability. The user evaluation card is postpaid and takes less than two minutes to fill out. Please complete and return it.

ANSWER ABSTRACT EXPLANATION SHEET

processing information

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SEARCHING METHOD.
                    METHOD OF CALCULATING RELEVANCE INDEX = LOGICAL
                    MINIMUM RELEVANCE INDEX USED FOR RETRIEVAL = 1,000
                    MAXIMUM NUMBER OF ANSWERS REQUESTED = 25

QUESTION NUMBER  4 TEXT.
                    (VISUALLY.OR.PARTIALLY).AND.(READING.AND.READINESS).
                    AND.(PRESCHOOL.OR.PRIMARY).AND.(CURRICULUM.OR.EQUIPMENT)
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               ABSTRACT NO. 1130   WORD COUNT 260   RELEVANCE INDEX     1.00006
```

bibliographic information

author
date
pagination
shelf number
category
source
title
line number

```
*STATE SCHOOL FOR THE BLIND AND DEAF  *THE TEACHING OF READING              1130 01
TO VISUALLY HANDICAPPED CHILDREN  *STATE SCHOOL FOR THE BLIND AND DEAF      1130 02
* C 1963  * 59-P  *CM1130  *VH  *HCY-IMC                                    1130 03
```

abstract text

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*CONTENT  TEACHERS FROM THE RALEIGH SCHOOL FOR THE BLIND AND DEAF HAVE      1130 04
PREPARED THIS SUGGESTED COURSE OF STUDY IN READING FOR ELEMENTARY BLIND     1130 05
CHILDREN, ATTEMPTING TO ADOPT THE PUBLIC SCHOOL REQUIREMENTS TO THE NEEDS  1130 06
OF VISUALLY HANDICAPPED YOUTH, THIS GUIDE CONTENDS THAT EDUCATION OF        1130 07
VISUALLY HANDICAPPED CHILDREN MUST FOLLOW THE PATTERN ESTABLISHED FOR THE  1130 08
EDUCATION OF SIGHTED CHILDREN;  ALTHOUGH METHODS MAY VARY, THE PHILOSOPHY  1130 09
AND GOALS ARE THE SAME.  THE OBJECTIVES GIVEN FOR EACH GRADE OF THE         1130 10
VISUALLY HANDICAPPED FOLLOW THE CORRESPONDING PUBLIC SCHOOL OBJECTIVES      1130 11
FOR COMPARISON.                                                              1130 12
     THE READING PROGRAM FOR EACH YEAR, KINDERGARTEN THROUGH EIGHT          1130 13
IS OUTLINED TO INCLUDE OBJECTIVES; PROCEDURES AND EXPERIENCES FOR           1130 14
ATTAINING THE GIVEN OBJECTIVES;  A COMPILED LIST OF MATERIALS NEEDED FOR    1130 15
THE ACTIVITIES PLANNED IN EACH GRADE; AND TEACHING AIDS FOR THAT YEAR.      1130 16
THE KINDERGARTEN WORKS PRIMARILY WITH ORIENTATION TO THE SCHOOL SETTING,    1130 17
DEVELOPING READINESS FOR READING, CONCEPT FORMATION AND PERCEPTION          1130 18
SKILLS, THE OTHER GRADES WORK SPECIFICALLY AT INCREASING THE RATE OF        1130 19
READING AND THE VOCABULARY OF THE INDIVIDUAL, AND IMPROVING WORD            1130 20
RECOGNITION, BOTH BRAILLE AND TALKING BOOKS ARE USED THROUGHOUT,            1130 21
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descriptor terms

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*DESCRIPTORS  VISUALLY, HANDICAPPED, LANGUAGE, ARTS, READING, PRIMARY       1130 22
ELEMENTARY, JUNIOR, HIGH, PROFESSIONAL, CURRICULUM                          1130 23
*
HANDICAPPED, TEACHING, VISUALLY, READING, CHILD
```

QUESTION/ANSWER SERVICE

PROFESSIONAL MATERIALS CHECKLIST*

I. I INTEND TO USE THE MATERIALS WITH

- ☐ Professional Personnel
  - ☐ Administrators
  - ☐ Inservice Teachers
  - ☐ Preservice Teachers
  - ☐ Consultants ______________
  - ☐ Specialists ______________
  - ☐ Post-secondary students
  - ☐ (other) ________________

- ☐ Nonprofessionals
  - ☐ Parents
  - ☐ Aides
  - ☐ (others) ________________

*PROFESSIONAL materials are those such as textbooks, monographs, dissertations, government reports, research reviews. If you want materials for use in the classroom with or by students, use the INSTRUCTIONAL MATERIALS CHECKLIST.

II. THE ANSWER ABSTRACTS SHOULD RELATE TO THIS AREA OF EXCEPTIONALITY:

(check ONE only; use additional checklists for more than one area)

- ☐ area not applicable
- ☐ Aural
  - ☐ deafness (only)
  - ☐ hard of hearing (only)
- ☐ Visual
  - ☐ partial sight (only)
  - ☐ blindness (only)
- ☐ Learning Difficulties

____

- ☐ Orthopedic
- ☐ Mental Retardation
  - ☐ educable (only)
  - ☐ trainable (only)
  - ☐ custodial (only)
- ☐ Speech Impairment
- ☐ Deaf-Blindness
- ☐ Multiple (except deaf-blind)

____

- ☐ Behavioral/Emotional Disorders
- ☐ Special Health Problems, Homebound, Hospitalized
- ☐ Giftedness

III. IN WHAT AREA OF PROFESSIONAL MATERIALS DO YOU WANT INFORMATION?

(examples: administration, cerebral palsy, counseling, programs, etc.)
[List no more than three]

____

____

____

____

____

____

IV. PROFESSIONAL ACTIVITY OR CONCERN

- ☐ Teacher of ____________________
  (number of students ___)
- ☐ Administrator of ______________
  ____
- ☐ Student at ____________________
- ☐ Parent of _____________________
- ☐ (other) _______________________

If you wish to borrow a specific item from our collection, please list the title, or preferably, the shelf number (e.g., CM4597, D5069, M6701, A-V2863, EQ0992) on the *LOAN REQUEST* card or below. [Materials are loaned only within the Ohio-Indiana-Michigan region with certain exceptions: size, fragility, etc.]

______________________________ ______________________________

______________________________ ______________________________

QUESTION/ANSWER SERVICE

INSTRUCTIONAL MATERIALS CHECKLIST*

I. I INTEND TO USE THE MATERIALS WITH

- ☐ Preschool Programs
- ☐ Primary Grades (1-3)
- ☐ Intermediate Grades (4-6)
- ☐ Junior High Grades (7-9)
- ☐ Senior High Grades (10-12)
- ☐ Post-Secondary
- ☐ other ____________________

II. TYPE OF INSTRUCTIONAL MATERIALS

- ☐ Audiovisual
- ☐ Curriculum Materials (workbooks, readers, guides, manuals, etc)
- ☐ Educational Equipment (devices, games, aids, etc.)

III. THE ANSWER ABSTRACTS SHOULD RELATE TO THIS AREA OF EXCEPTIONALITY: (check ONE only; use additional checklists for more than one area)

- ☐ area not applicable
- ☐ Aural
  - ☐ deafness (only)
  - ☐ hard of hearing (only)
- ☐ Visual
  - ☐ partial sight (only)
  - ☐ blindness (only)
- ☐ Learning Difficulties
- ☐ Orthopedic
- ☐ Mental Retardation
  - ☐ educable (only)
  - ☐ trainable (only)
  - ☐ custodial (only)
- ☐ Speech Impairment
- ☐ Deaf-Blindness
- ☐ Multiple (except deaf-blind)
- ☐ Behavioral/Emotional Disorders
- ☐ Special Health Problems, Homebound, Hospitalized
- ☐ Giftedness

*INSTRUCTIONAL MATERIALS are those used in the classroom with or by students, or in the immediate preparation for such activity.
If you want information of a professional nature, use the PROFESSIONAL materials checklist

IV. IN WHAT CURRICULAR OR INTEREST AREAS DO YOU WANT INFORMATION? (examples: science, daily life activities, sex education, art, literature, language arts, mathematics, recreation, speech) List no more than THREE.

____

____

____

V. PROFESSIONAL ACTIVITY OR CONCERN

- ☐ Teacher of ____________________
  (number of students ___)
- ☐ Administrator of ____________________
- ☐ (other) ____________________
- ☐ Student at ____________________
- ☐ Parent of ____________________

If you wish to borrow a specific item from our collection, please list the title, or preferably, the shelf number (e.g., CM4597, D5069, M6701, A-V2863, EQ0992) on the *LOAN REQUEST* card or below. [Materials are loaned only within the Ohio-Indiana-Michigan region with certain exceptions: size, fragility, etc.]

____________________ ____________________

QUESTION/ANSWER SERVICE
SUGGESTION & EVALUATION FORM

1. MY POSITION: ☐ Teacher: Pre, Elem, Sec, Coll. (please circle one) ☐ Admin. ☐ Student ☐ Researcher ☐ Parent ☐ Other ______________________.
2. I BECAME AWARE OF Q/A SERVICE FROM: ☐ Colleague ☐ School Admin. ☐ State Ed. Dept. ☐ USOE/MSU RIMC ☐ CEC ☐ Assoc. Ctrs./Local Ctrs. ☐ Other ____________.
3. I HAVE PREVIOUSLY USED THE SERVICE ________ TIMES.
4. HOW MANY ABSTRACTS WERE RELEVANT TO THIS QUESTION: ☐ none ☐ less than half ☐ half ☐ nearly all ☐ all.
5. THE ANSWER ABSTRACTS WERE: ☐ too many ☐ too few ☐ about right ☐ hard to read ☐ late in arriving.
6. BECAUSE OF THE ANSWER ABSTRACTS I: ☐ had no need to see source material ☐ sent to MSU for material ☐ obtained material locally or from State Education Dept. ☐ ordered material for purchase.
7. IF THE Q/A SERVICE WERE ONLY AVAILABLE AT COST (less than $10 per answered question): ☐ I could pay personally ☐ my organization could pay ☐ would not use the service.
8. I SUGGEST (send additional questions separately) ________

____

____

____

name

____

street & city state zip

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
* CHILDREN
AND YOUTH

213 Erickson Hall Michigan State University East Lansing Michigan 48823
Cooperating With State Departments of Education in Michigan-Indiana-Ohio

EDUCATION INFORMATION SERVICE

* Visually Handicapped
* Deaf-Blind

CATALOG EXPLANATION

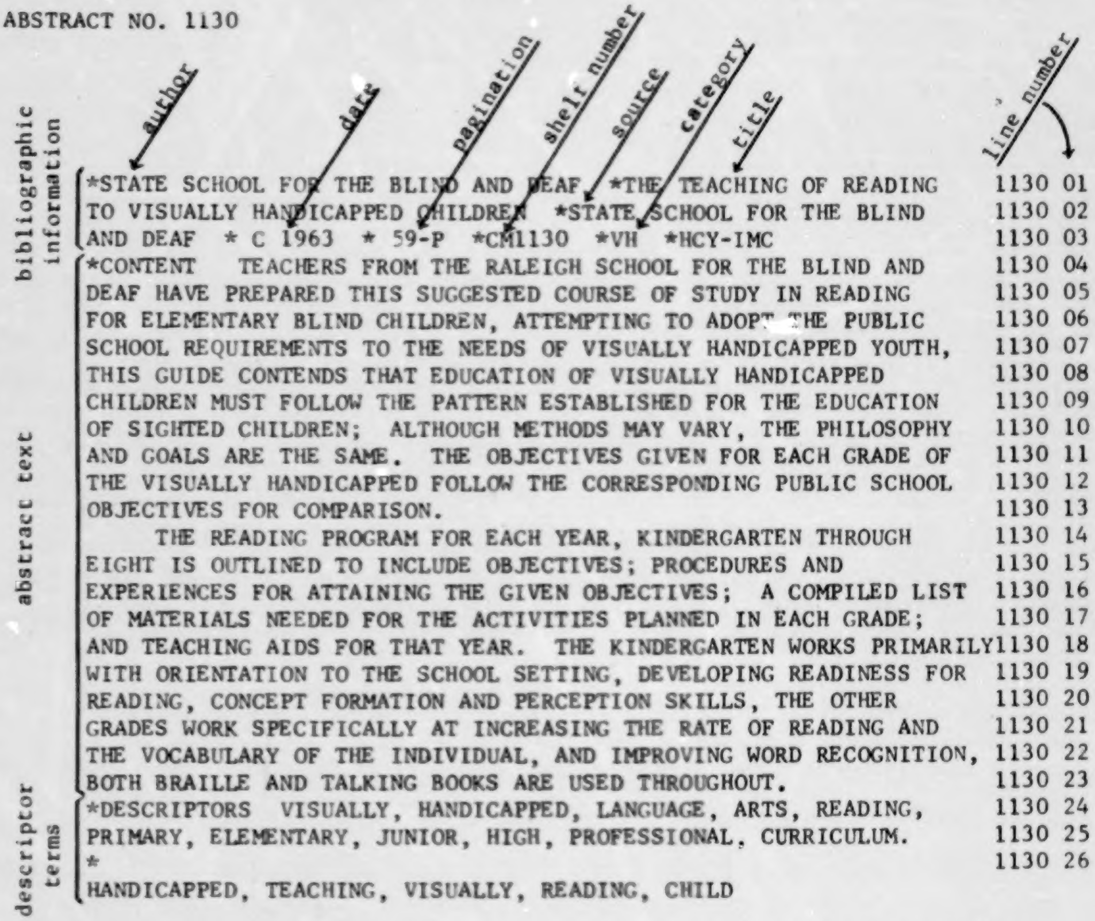
As part of the VH/DB Education Information Service, the USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University is distributing a Catalog of data base holdings for these disabilities to the member centers of the Special Education IMC/RMC Network. Following is an explanation of the parts of the catalog, their size and use with samples of the pages.

The Catalog consists of two parts - The Shelflist and the Indexes. The Shelflist contains about 600 pages and lists nearly 1200 items, dating generally from the mid-1950's to the present.

Materials are entered into the Shelflist in an arbitrary numerical accession order and are described by bibliographic information and a brief (250 word) abstract as the example illustrates. Because of the accession order of entry the use of the Shelflist as a sole item of reference is restricted and it generally requires keys, i.e. one or more of the indexes for most applications.

Example of a Shelflist entry:

ABSTRACT NO. 1130



```
*STATE SCHOOL FOR THE BLIND AND DEAF  *THE TEACHING OF READING    1130 01
TO VISUALLY HANDICAPPED CHILDREN  *STATE SCHOOL FOR THE BLIND     1130 02
AND DEAF  * C 1963  * 59-P  *CM1130  *VH  *HCY-IMC                1130 03
*CONTENT   TEACHERS FROM THE RALEIGH SCHOOL FOR THE BLIND AND     1130 04
DEAF HAVE PREPARED THIS SUGGESTED COURSE OF STUDY IN READING      1130 05
FOR ELEMENTARY BLIND CHILDREN, ATTEMPTING TO ADOPT THE PUBLIC     1130 06
SCHOOL REQUIREMENTS TO THE NEEDS OF VISUALLY HANDICAPPED YOUTH,   1130 07
THIS GUIDE CONTENDS THAT EDUCATION OF VISUALLY HANDICAPPED        1130 08
CHILDREN MUST FOLLOW THE PATTERN ESTABLISHED FOR THE EDUCATION    1130 09
OF SIGHTED CHILDREN;  ALTHOUGH METHODS MAY VARY, THE PHILOSOPHY   1130 10
AND GOALS ARE THE SAME.  THE OBJECTIVES GIVEN FOR EACH GRADE OF   1130 11
THE VISUALLY HANDICAPPED FOLLOW THE CORRESPONDING PUBLIC SCHOOL   1130 12
OBJECTIVES FOR COMPARISON.                                        1130 13
     THE READING PROGRAM FOR EACH YEAR, KINDERGARTEN THROUGH      1130 14
EIGHT IS OUTLINED TO INCLUDE OBJECTIVES; PROCEDURES AND           1130 15
EXPERIENCES FOR ATTAINING THE GIVEN OBJECTIVES;  A COMPILED LIST  1130 16
OF MATERIALS NEEDED FOR THE ACTIVITIES PLANNED IN EACH GRADE;     1130 17
AND TEACHING AIDS FOR THAT YEAR.  THE KINDERGARTEN WORKS PRIMARILY1130 18
WITH ORIENTATION TO THE SCHOOL SETTING, DEVELOPING READINESS FOR  1130 19
READING, CONCEPT FORMATION AND PERCEPTION SKILLS, THE OTHER       1130 20
GRADES WORK SPECIFICALLY AT INCREASING THE RATE OF READING AND    1130 21
THE VOCABULARY OF THE INDIVIDUAL, AND IMPROVING WORD RECOGNITION, 1130 22
BOTH BRAILLE AND TALKING BOOKS ARE USED THROUGHOUT.               1130 23
*DESCRIPTORS  VISUALLY, HANDICAPPED, LANGUAGE, ARTS, READING,     1130 24
PRIMARY, ELEMENTARY, JUNIOR, HIGH, PROFESSIONAL. CURRICULUM.      1130 25
*                                                                 1130 26
HANDICAPPED, TEACHING, VISUALLY, READING, CHILD
```

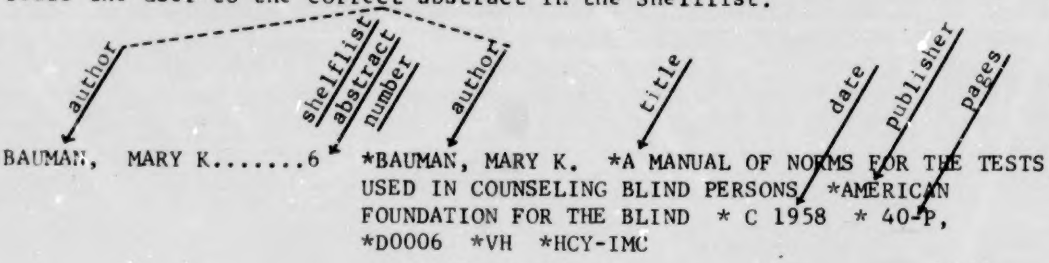
Please note that certain elements in the abstract are relevant only to the Michigan State Regional Center, e.g., the shelf number, the category indicator and the library designator, HCY - IMC.

The function of the Michigan State Regional Center is limited to providing information. Responsibility for the delivery of professional or instructional materials to special educators outside of Michigan, Ohio or Indiana rests with the appropriate local or regional instructional materials centers.

INDEXES

Three different indexes to the Shelflist are available at the present time.

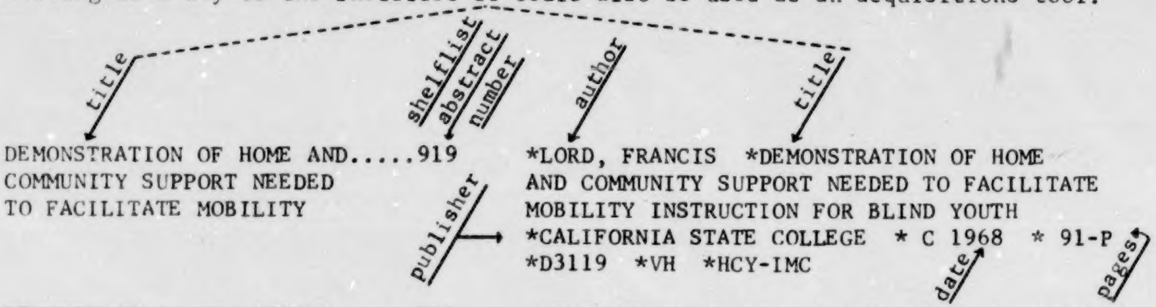
The AUTHOR INDEX is an alphabetical listing by the author's last name repeating the basic bibliographic information preceding the Shelflist, but excluding the abstract and descriptors. It includes author's first and last names, title, publisher or source, copyright date, edition, pagination, the Center's Shelflist number, disability category and the library designator. In cases where identical author last names occur, the listing of the bibliographic information is done in ascending accession order. This index currently runs to 104 pages and is of use as a search key to the Shelflist, but it must be remembered that it lists only those items having a named author; hence, certain items having no "author" as such, are excluded. The Abstract Number which is found immediately to the right of the author name leads the user to the correct abstract in the Shelflist.



BAUMAN, MARY K.......6 *BAUMAN, MARY K. *A MANUAL OF NORMS FOR THE TESTS USED IN COUNSELING BLIND PERSONS *AMERICAN FOUNDATION FOR THE BLIND * C 1958 * 40-P, *D0006 *VH *HCY-IMC

57 *BAUMAN, MARY K. *A MANUAL FOR THE PSYCHOLOGICAL EXAMINATION OF THE ADULT BLIND *THE PSYCHOLOGICAL CORPORATION * C 1951 * 58-P. *D0063 *VH *HCY-IMC

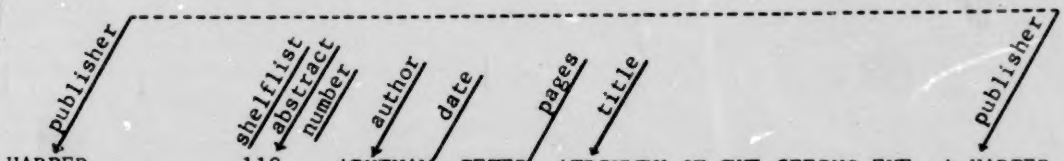
The TITLE INDEX is an alphabetical listing by the first significant word of the title. It contains the usual bibliographic information. In the case of duplication of first significant words listing proceeds in ascending accession order. Over 100 pages are currently produced in this index. In addition to serving as a key to the Shelflist it could also be used as an acquisitions tool.



DEMONSTRATION OF HOME AND COMMUNITY SUPPORT NEEDED TO FACILITATE MOBILITY.....919 *LORD, FRANCIS *DEMONSTRATION OF HOME AND COMMUNITY SUPPORT NEEDED TO FACILITATE MOBILITY INSTRUCTION FOR BLIND YOUTH *CALIFORNIA STATE COLLEGE * C 1968 * 91-P *D3119 *VH *HCY-IMC

DEMONSTRATION OF LIBRARY SERVICES TO EXCEPTIONAL CHILDREN......711 *CINCINNATI PUBLIC LIBRARY *DEMONSTRATION OF LIBRARY SERVICES TO EXCEPTIONAL CHILDREN *CINCINNATI PUBLIC LIBRARY * C NONE * 8-P *D2355 *VH *HCY-IMC.

The PUBLISHER INDEX lists the sources of all items along with the remaining basic bibliographic data on these items. The list is organized in alphabetical order by the first significant word in the publisher/source name with additional materials from one publisher/source being found in accession order. The Publisher Index is appropriate for ordering materials. It exceeds 100 pages in length.


publisher
shelflist
abstract
number
author
date
pages
title
publisher

HARPER...........118 *PUTNAM, PETER *TRIUMPH OF THE SEEING EYE * HARPER * C 1963 * 178-P, *D0141 *VH *HCY-IMC

145 *GIPSON, FRED *OLD YELLER * HARPER * C 1956 LARGE TYPE EDITION * 158-P, *CM0192 *VH *HCY-IMC

EDUCATION INFORMATION SERVICE

* Visually Handicapped
* Deaf-Blind

USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER
FOR HANDICAPPED CHILDREN AND YOUTH
214 ERICKSON HALL, MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48823

- INSTRUCTIONS FOR USE -

The Service offers information about professional and instructional materials to in-service and pre-service educators of the visually handicapped and deaf-blind.

HOW TO ASK A QUESTION: Where possible use the Checklist appended to this brochure.

A typical question should refer to (1) the type of material, (2) the subject area, (3) the disability area, and (4) the grade level or age group; as for example:

> "What (1) curriculum materials discuss the teaching of (2) daily living skills to (3) deaf-blind (4) pre-school children?"

The absence of one or more categories in a question relating to instruction can mean a delay until correspondence establishes the missing information. Should the checklist appear not to cover specifically or directly the question you have in mind, please phrase your question in your own terms in the space provided.

HOW SHOULD THE QUESTION BE FORWARDED? Detach and fold the Checklist on the dotted lines, so that the pre-addressed portion is visible, staple, attach a stamp and mail.

IN WHAT FORM WILL THE ANSWER BE? Please refer to the attached sample answer sheet for an example of an answer abstract with its parts identified.

HOW CAN MATERIALS BE OBTAINED? Consult the appropriate local or regional special education center for loans of materials.

ANSWER ABSTRACT EXPLANATION SHEET

processing information

```
SEARCHING METHOD.
                    METHOD OF CALCULATING RELEVANCE INDEX = LOGICAL
                    MINIMUM RELEVANCE INDEX USED FOR RETRIEVAL = 1,000
                    MAXIMUM NUMBER OF ANSWERS REQUESTED = 25

QUESTION NUMBER  4 TEXT,
                    (VISUALLY.OR.PARTIALLY).AND.(READING.AND.READINESS).
                    AND.(PRESCHOOL.OR.PRIMARY).AND.(CURRICULUM.OR.EQUIPMENT)


             ABSTRACT NO. 1130   WORD COUNT 260   RELEVANCE INDEX     1.00000
```

author
date
pagination
shelf number
category
source
title
line number

bibliographic information

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*STATE SCHOOL FOR THE BLIND AND DEAF  *THE TEACHING OF READING          1130 01
TO VISUALLY HANDICAPPED CHILDREN  *STATE SCHOOL FOR THE BLIND AND DEAF  1130 02
* C 1963  * 59-P  *CM1130  *VH  *HCY-IMC                                1130 03
```

abstract text

```
*CONTENT  TEACHERS FROM THE RALEIGH SCHOOL FOR THE BLIND AND DEAF HAVE      1130 04
PREPARED THIS SUGGESTED COURSE OF STUDY IN READING FOR ELEMENTARY BLIND     1130 05
CHILDREN, ATTEMPTING TO ADOPT THE PUBLIC SCHOOL REQUIREMENTS TO THE NEEDS   1130 06
OF VISUALLY HANDICAPPED YOUTH, THIS GUIDE CONTENDS THAT EDUCATION OF        1130 07
VISUALLY HANDICAPPED CHILDREN MUST FOLLOW THE PATTERN ESTABLISHED FOR THE   1130 08
EDUCATION OF SIGHTED CHILDREN;  ALTHOUGH METHODS MAY VARY, THE PHILOSOPHY   1130 09
AND GOALS ARE THE SAME.  THE OBJECTIVES GIVEN FOR EACH GRADE OF THE         1130 10
VISUALLY HANDICAPPED FOLLOW THE CORRESPONDING PUBLIC SCHOOL OBJECTIVES      1130 11
FOR COMPARISON.                                                             1130 12
     THE READING PROGRAM FOR EACH YEAR, KINDERGARTEN THROUGH EIGHT          1130 13
IS OUTLINED TO INCLUDE OBJECTIVES; PROCEDURES AND EXPERIENCES FOR           1130 14
ATTAINING THE GIVEN OBJECTIVES;  A COMPILED LIST OF MATERIALS NEEDED FOR    1130 15
THE ACTIVITIES PLANNED IN EACH GRADE; AND TEACHING AIDS FOR THAT YEAR.      1130 16
THE KINDERGARTEN WORKS PRIMARILY WITH ORIENTATION TO THE SCHOOL SETTING,    1130 17
DEVELOPING READINESS FOR READING, CONCEPT FORMATION AND PERCEPTION          1130 18
SKILLS, THE OTHER GRADES WORK SPECIFICALLY AT INCREASING THE RATE OF        1130 19
READING AND THE VOCABULARY OF THE INDIVIDUAL, AND IMPROVING WORD            1130 20
RECOGNITION, BOTH BRAILLE AND TALKING BOOKS ARE USED THROUGHOUT,            1130 21
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descriptor terms

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*DESCRIPTORS  VISUALLY, HANDICAPPED, LANGUAGE, ARTS, READING, PRIMARY       1130 22
ELEMENTARY, JUNIOR, HIGH, PROFESSIONAL, CURRICULUM                          1130 23
*
HANDICAPPED, TEACHING, VISUALLY, READING, CHILD
```

EDUCATION INFORMATION SERVICE

* Visually Handicapped
* Deaf-Blind

- CHECKLIST -

(one inquiry per sheet, please)

SUBJECT AREA:

☐ Abacus
☐ Administration
☐ Arithmetic
☐ Behavior Modification
☐ Braille Music
☐ Braille Readiness
☐ Braille Reading
☐ Braille Writing
☐ Business
☐ Cooking
☐ Counseling
☐ Daily Living Skills
☐ Diagnosis
☐ Employment
☐ English
☐ Etiquette
☐ Evaluation
☐ Games
☐ Geography
☐ Grammar
☐ Guidance
☐ Guide Dogs
☐ Handicrafts
☐ Handwriting
☐ Health
☐ History
☐ Hobbies
☐ Homemaking
☐ Hygiene
☐ In-Service Training
☐ Job Placement
☐ Kinesthetic Skills
☐ Low-Vision Skills
☐ Mathematics
☐ Mobility
☐ Music
☐ Nonverbal Communications
☐ Occupations
☐ Parent Counseling
☐ Pre-service Training
☐ Prevocational Skills
☐ Program Design
☐ __________ Readiness
☐ Reading
☐ Recreation
☐ Rehabilitation
☐ Safety
☐ Science
☐ Sensory Training
☐ Sewing
☐ Sex Education
☐ Social Studies
☐ Spatial Perception
☐ Speech
☐ Spelling
☐ Sports
☐ Swimming
☐ Tactual Skills
☐ Tests
☐ Travel
☐ Typewriting
☐ Visual Skills
☐ Vocations
☐ Work Study
☐ __________
☐ __________
☐ __________
☐ __________
☐ __________
☐ __________
☐ __________
☐ __________

TYPE OF MATERIAL

☐ Professional (books/reports/pamphlets)
☐ Curriculum Materials (classroom use)
☐ Journal (articles)
☐ Audiovisual Materials
☐ Equipment (tangible aids/games/toys)
☐ any type
☐ but not __________
(one or more of above types)

LEVEL

☐ no preference
☐ Infant
☐ Preschool
☐ Primary (K-3)
☐ Elementary (4-6)
☐ Junior High (7-9)
☐ Secondary (10-12)
☐ Adult

DISABILITY AREA

☐ Blind
☐ Partially Seeing
☐ Deaf-Blind

If the above Checklist does not fully identify or delineate your question, write your question below, using your own words.

____
____
____
____

Answer Abstracts should be sent to:

☐ Miss __________ name
☐ Mr. __________ address
☐ Mrs. __________
☐ Dr. __________
☐ Sr. (City) (State) (Zip)

Occupation

Teacher of __________
Administrator of __________
Student __________ (Pre-service Student)
Researcher __________
Other (specify) __________

PrIMMIRS MASTER CARD

SHELF NUMBER * 020 6593

TITLE * Distar Arithmetic I

COPIES * 1

SERIES * Distar Instructional System
AUTHORS * Englemann, Siegfried and Carnine, Doug
SOURCE * Science Research Associates, 259 East Erie Street, Chicago, IL
ZIP 60611

DATE * 1969 DESCRIPTION * Teacher Kit and Teacher Guide ;
FOR $122.50
DISABILITY *

LEVEL * Preschool, Primary Grades
SUBJECTS * Addition, Substraction, Numbers,

SKILLS * Direction Following

CONTENT *

DISTAR™ Arithmetic, Preschool–Grade 2

© 1969, 1970
Developed by Siegfried Engelmann and Doug Carnine

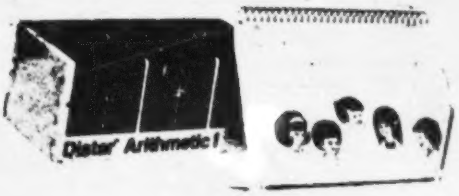
The Program A different way to teach and learn basic arithmetic skills. Part of the DISTAR™ Instructional System (complete description appears on pages 14 and 15). Warm and lively yet disciplined approach. Based on the premise that all students can learn if they are taught in the appropriate way. Fast-paced presentations to small groups. Students immediately responding and being reinforced. Daily lessons, each with a particular focus, organized logically and sequentially according to carefully structured behavioral objectives. Learning tasks are broken down into substeps to be learned one at a time. Repeated when necessary. Students master each small step before they apply it to a more complex task. Students learn fast. And have fun doing it.

DISTAR™ Arithmetic, in two consecutive parts, is designed to give a basic understanding of arithmetic and the skills necessary to attack and solve problems. Arithmetic I teaches addition, subtraction, and algebraic addition and subtraction among other skills. Preskills test determines students' ability to count and follow directions. Students already strong in these skills can start with later lessons. New Arithmetic I Workbook, used with Take Homes, provides independent seatwork. Beginning with Lesson 136, children work exercises for further practice in addition, algebra addition, and subtraction skills. Arithmetic II stresses independence in problem solving. Student learns to organize and apply facts and principles he has been taught to a variety of problems. He also learns to work with many new relationships. The third level of DISTAR Arithmetic is currently under development.

Suggested Use Basic arithmetic instruction for children in preschool through grade 2.

Highlights Presentation books explain how to teach each task and give the teacher visual materials children need to perform the tasks. After learning the basic presentation techniques, daily preparation is minimal. The books provide the teacher with frequent tests, recycling provisions, and correction procedures for common learning problems.

- Daily Take-Home exercises for added motivation and reward.
- Geometric figure cards, form boards, and wall charts.



Components Both Arithmetic I and II teacher materials consist of a storage kit containing spiral-bound presentation books, acetate page protector, group-progress indicators, and a detailed Teacher's Guide. Arithmetic I also has 4 decks of geometric figure cards and 11 form boards, and Arithmetic II has 10 student-size and 1 wall-size multiplication chart and a student workbook. Arithmetic I student materials consist of 170 Take-Home sheets; student workbooks must be purchased separately. In Arithmetic II there are 180 Take-Home sheets and a workbook for each child.

DISTAR Arithmetic I		**List**	**Net**
7-7800	DISTAR Arithmetic I, Teacher Kit	$160.00	$120.00
7-7851	DISTAR Arithmetic I and II, Teacher's Guide	3.35	2.50
7-7810	DISTAR Arithmetic I, Student Set of 10	107.00	80.00
7-47807	DISTAR Arithmetic I Workbooks (set of 10)	10.70	8.00

5 29 73